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ABSTRACT

The publication is a reprint of material revised over a period of years of use by teacher-coordinators of vocational industrial education. The material is designed to be used by teachers of general related information in preparing students to take their places in the world of work. Lesson outlines have been grouped into seven sections related to particular concerns that workers have in seeking employment--(1) orientation to, appraisal and evaluation of, vocational programs (four lessons); (2) getting a job (nine lessons concerning self-evaluation, job applications, interviews, employment agencies, etc.); (3) job practices and human relations (twelve lessons concerning first day on the job, accident prevention, wages, work habits, ethics in terminating employment, etc.); (4) personnel management and labor relations (six lessons directed to personnel organization, labor unions, and related topics); (5) regulatory agencies and legislation (seven lessons on Federal and State employment limitations, Social Security, Medicare and similar concerns); (6) business and industry (nine lessons on the structure and growth of industry and related factors); and (7) consumer economics and related topics (twelve lessons). An eighth section consists of twelve lessons on general topics. For each lesson, an outline of content and list of suggested references are provided. (AG)

ED 086886

RELATED GENERAL INFORMATION

FOR VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The University of the State of New York/THE STATE EDUCATION DEPARTMENT
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RELATED GENERAL INFORMATION

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FOREWORD

This publication is a reprint of material revised over a period of years of use by teacher-coordinators of vocational industrial education. The material is designed to be used by teachers of general related information in preparing students to take their places in the world of work.

Lesson outlines have been grouped into seven sections related to particular concerns that workers have in seeking employment.

This regrouping was suggested by the executive committee of the Vocational Industrial Coordinators Association consisting of Edward Antos, Guihan, Leon Hill, Leonard McWilliams, Earl Nitchke, Kenneth Stacey, and Harvey Ury. Suggestions received from this committee were further refined and arranged in the fashion presented here by Earl Nitchke, Lancaster Central High School; Robert Bedell, Williamsville High School; Charles Carter, formerly of Suffolk County BOCES; and E.A. Smith, former Associate in the Bureau of Trade and Technical Education.

Recognition should be given to the long succession of teacher/coordinators who worked on previous issues of this publication. Particular acknowledgment should be given to the coordinating function performed by Donn Billings, former Associate in the Bureau of Trade and Technical Education, over the past years. This revision was initiated under the direction of C. Thomas Olivo, former Director, Division of Industrial Education, and Nelson J. Murbach, former Chief, Bureau of Trade and Technical Education.

Assistance in preparing this material for printing was given by G. Earl Hay, Supervisor of Vocational Curriculum and John W. Surra, former Associate in Vocational Curriculum, of this Bureau.

Gordon E. Van Hooft
Chief, Bureau of Secondary Curriculum Development

William E. Young
Director, Curriculum Development Center

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TO THE TEACHERS

In addition to developing those manual skills necessary for employment, beginning workers should be oriented by the school to related phases of the world of work.

There are two kinds of related information: that which pertains to skills and technical knowledge in a particular job (related trade theory), and that involving personal, community, and occupational content (related general information). It is with the latter that this material concerns itself.

To focus on the problems of adjusting to our industrial society, this publication deals with such issues as taxes, labor laws, civic responsibilities, attitudes, habits, and personal relations. A good portion of related general information is,to some degree, vocational guidance. Because they are assisted in making evaluations about themselves, life and work situations and the obligations of citizenship, young people on the threshold of employment are more prepared to face the prospects of securing employment, being productive workers, and becoming good members of the community.

The following lessons have been developed in outline form and are to be considered merely suggestions for the program planner. The teacher of related general information employs all the techniques common to teaching any classroom subject. He uses lectures and demonstrations, question-and-answer sessions, group discussions, assignments, and tests,and needs to insure that classwork is timely, local, and live. Rather than rely too heavily on textbooks for instructional content, the instructor should become familiar with other sources of information (current pamphlets and articles) on such topics as labor-management relations, employment forecasts, and legislation pertaining to employment. Films, displays, and mockups may be obtained from manufacturers, distributors, and trade associations.

By using materials that are flexible and adaptable to local program needs the individual teacher is able to revise and update each lesson and to delete impertinent matter from the lesson outline.

This publication is intended as a guide for administrators of vocational schools, cooperative programs, and area centers of technology and education. It should assist those in curriculum development to organize the total instructional program to meet the needs of their students.

To keep pace with changing forces in our dynamic industrial society this material will be revised periodically.

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

ORIENTATION - APPRAISAL - EVALUATION

Section I

Lesson 1 ... VOCATIONAL PROGRAM ORIENTATION

2 ... SECOND YEAR PROGRAM ORIENTATION

3 ... LOCAL PROGRAM OPERATION

4 ... EVALUATION OF PROGRAM

Section I ORIENTATION - APPRAISAL-EVALUATION Lesson 1

VOCATIONAL PROGRAM ORIENTATION

A democratic society depends on the ability of its citizens to develop personal, social, and civic competence; it also requires its citizens to be occupationally proficient. Most adults spend a large part of their lives earning a living, which implies that education for work should be an essential part of every individual's complete education.

The vocational training of the individual becomes a service to the community. Unemployment or underemployment is a drain on a community's resources; whereas, a productive individual leads to a productive society, which, in turn, contributes to an economically sound society.

Education for occupational competence should be an integral part and necessary feature of the educational program for every boy and girl. There is no question of "preparation for citizenship" or "vocational preparation." Fulfilling the need for both should claim the attention and efforts of those charged with the responsibility for planning an effective school program.

In determining the kinds of educational programs that will most nearly meet the needs of young people today, training for occupational competence - vocational education - should be given considerable emphasis. Youth must have experiences which will enable them to secure, develop, and use the special skills, abilities, understandings, and information they will need in entering, or progressing in their chosen vocations. These experiences form the pattern of vocational education. The goal of every vocational program is to contribute to the development of a well-balanced individual who will possess the added resource of preparation for earning a livelihood.

The term "vocational education" has been misinterpreted to mean only those forms of training required in the performance of specialized skills. In the current concept, however, vocational education includes other knowledge, understandings, and skills which will contribute to a satisfying and useful life of employment in a selected occupation. Traditionally, vocational education and general education have at times been in competition. There is an increasing acceptance of the belief that these two aspects of the educational program are not in conflict, but instead, complement and support each other.

Vocational industrial instruction involving as it does, training in manipulative skills as well as related classroom study, usually represents a new experience to students. The students are in need of thorough briefing on the program of instruction, its objectives, methods of operation, requirements for success and benefits that may be expected.

VOCATIONAL PROGRAM ORIENTATION

A Objectives of Vocational Industrial Education

1 Vocational competence in a skilled occupation

2 Personal competence in school and work

3 Civic competence as a citizen and taxpayer

B Characteristics of Vocational Education

1 Training for proficiency in a specific occupation

2 Content based on up-to-date analyses of the specific occupations

3 Guidance based on students' interests and aptitudes for a specific occupation

4 Training conditions simulate actual working conditions

5 Theory related to specific occupations

6 Instructor skilled in the specific occupation being taught

7 Training long enough to give proficiency in the skill

8 Training includes skills, attitudes, habits, safety, and related information

C Values of Vocational Education to the Student

1 Students have the opportunity of learning useful skills on real jobs under actual working conditions

2 As wage earners, students develop appreciation and respect for work

3 Students are aided in obtaining worthwhile jobs

4 Interest in classroom work is stimulated by application of skills learned in actual job conditions

5 Ability to get and hold a job helps the young person adjust to the adult world

D Values of Vocational Education to the School

1 The school is able to provide vocational training with minimum expense for shop and laboratory equipment.

2 The skills and knowledge of outstanding individuals outside the school are coordinated in the training of young people.

3 Equipment and facilities beyond the financial reach of the school are utilized.

4 Teachers are in touch with changing employment conditions.

5 The program demonstrates to the public the concept of education as a community-wide responsibility.

6 Students who wish to leave school because it is not "practical" are most likely to remain.

E Values of Vocational Education to Business and Industry

1 School screening and testing services help employers obtain qualified trainees.

2 Employers are assisted in analyzing jobs and devising training outlines.

3 Business and industry are provided with the opportunity to participate in a community service.

4 Local people are trained for local employment -- in the employer's way, under his own supervision.

5 Related classroom instruction provides for a more thorough and extensive program of training.

F Values of Vocational Education to the Community

1 The vocational industrial cooperative program helps local students gain the skills and civic competence needed to help keep them employed within the community.

2 Community-school relationships are developed.

3 The cooperative program helps reduce the numbers of poorly trained and ill-adjusted young people who might otherwise become a burden to the community.

VOCATIONAL PROGRAM ORIENTATION

SUGGESTED REFERENCES:

BOOKS:

Gardner, J. W. *Excellence*. New York. 1961.

Goodman, P. *Growing up absurd*. New York. Random House. 1960.

N.Y.S. Education Department. *Vocational industrial cooperative programs, a handbook for teacher-coordinators*. Albany. Bureau of Industrial Education. Division of Trade and Technical Education.

PAMPHLETS:

American Vocational Association. *Vocational education for American youth.*

Federal Security Agency. *School and work programs*. U.S. Office of Education.

National Association of Manufacturers. *Working together.*

U.S. Government Printing Office. *Education for a changing world of work*. (The summary report of consultants on vocational education requested by the President of the United States).

VISUAL AIDS:

Business Education Films. *Earning money while going to school.* (30)

N.Y.S. Employment Service. *When I'm old enough, goodbye.*

OTHERS:

Section I ORIENTATION - APPRAISAL-EVALUATION Lesson 2

SECOND YEAR PROGRAM ORIENTATION

The beginning of the second year is a time to take stock of progress made to date and to formulate objectives and plans for the year ahead. Summer work experiences of students, State and local regulations governing the program's operation, and standards of student conduct for class and work are discussed. Training outlines are reviewed for possible revisions and to help determine course content in related trade theory. The need for job placements is assessed and student assignments are made.

A Review of the Program

1 State and local regulations

2 Students' summer employment experience

3 Check of each student's age for legal employment

4 Review of system of grades and credits

B Second Year Related General Theory

1 Objectives and scope of course

2 Material to be covered

3 Standards of class operation

4 Assignments

C Related Theory for the Year Ahead

1 Scope of occupational goals

2 Review of training outlines for course content with student

3 Establishment of procedures for class conduct

SECOND YEAR PROGRAM ORIENTATION

SUGGESTED REFERENCES:

BOOKS:

N.Y.S. Education Department. *Vocational industrial cooperative programs, a handbook for teacher-coordinators.* Albany. Bureau of Industrial Education. Division of Trade and Technical Education.

PAMPHLETS:

VISUAL AIDS:

OTHERS:

Outline of related general information lessons

Section I ORIENTATION - APPRAISAL-EVALUATION Lesson 3

LOCAL PROGRAM OPERATION

The local vocational program is determined by the needs and desires of the community and by the number of students who can benefit from this kind of program. Various kinds of vocational programs have been developed such as adult apprentice training, full-day trade and technical training, and cooperative part-time training, which combines work on the job with study in school.

Vocational programs within the school are practical only in communities having sufficient numbers of students to warrant the expenditure of large sums of money for equipment and trained instructors. Cooperative programs provide vocational training in the small community where vocational students are fewer in number, where ambitions are diverse, and where students in any one vocation would number too few to warrant an instructor. In addition, cooperative programs supplement the vocational offerings in localities offering full-day trade programs, by providing training in areas not offered in the school, and by providing practical experience for students in the last stages of day vocational programs.

A Factors Determining Kinds of Programs

1 Economic conditions

2 Geographical location of industries

3 Population distribution

4 Size of educational administrative unit

B Types of Vocational Programs

1 Trade

2 Technical

3 Industrial Cooperative

4 Distributive Education

5 Business

6 Commercial Cooperative

7 Agriculture

8 Home Economics

9 Adult Industrial

10 Apprenticeship

C State Regulations for Program

1 Types and numbers of programs

2 Approval of facilities

Minimum areas

Minimum equipment

3 Related instruction

Related trade

Related general

4 Licensing of teachers

Shop

Related subjects

Vocational-industrial coordinators

5 Number of hours of training

6 Surveys

Employment opportunities

Student interest

Follow-up of graduates

7 Subjects mandated

D Local Regulations for Students

1 Subjects required for graduation

2 Prerequisites of other school subjects

3 System of grades and credits

4 Permission of parents

LOCAL PROGRAM OPERATION

5 Schedule of school day

6 Selection of students

7 Guidance and placement

8 Student driving regulations

LOCAL PROGRAM OPERATION

SUGGESTED REFERENCES:

BOOKS:

N.Y.S Education Department. *Vocational industrial cooperative programs, a handbook for teacher-coordinators*. Albany. Bureau of Industrial Education. Division of Trade and Technical Education. p. 11.

PAMPHLETS:

N.Y.S. Education Department. *Administrator's handbook of the secondary school curriculum of New York State*. Albany. Bureau of Secondary Curriculum Development.

_____*Principal's handbook on examinations and credentials*. Albany. The Department.

VISUAL AIDS:

V.I.C.A. Publications. *V.I.C.A. color slide set on program.*

OTHERS:

Section I ORIENTATION - APPRAISAL-EVALUATION Lesson 4

EVALUATION OF PROGRAM

Many students make pronounced steps toward personal and occupational competence through the combination of supervised employment training and related study. The development of an individual's maturity may be readily apparent to everyone but the person involved. Some may be aware of their achievements; others may not. In the culmination of the VICA Program, it is appropriate that students are appraised of their accomplishments, both in school and on the job.

A Job Training

1 Development of skills
- Kind
- Amount
- Speed
- Accuracy

2 Development of work habits
- Consistent effort
- Respect for company rules
- Safety
- Thoroughness
- Care of tools and equipment

3 Improvement of personal responsibilities
- Willingness
- Loyalty
- Initiative
- Dependability
- Cooperation

4 Increases in wages
- Growth in skills
- Output

5 Recognition by employer
- Praise for accomplishments
- Incentive for advancement

6 Additions to resume
- Training
- Work experience
- Employer reference

EVALUATION OF PROGRAM

B School Progress

1 Knowledge gained in related trade theory
- Direct application
- Indirect application

2 Value of related general information
- Consumer
- Employment
- Citizenship
- Personal

3 Interest in reading
- Trade journals
- Current events
- New concepts
- Pleasure

4 Improvement in other school subjects
- Communication skills
- Mathematics
- Science
- Social Studies

C Personal Qualities

1 Growth in maturity

2 Improvement in personal relations with others

3 Change in attitude toward work

4 Development of study habits

5 Change in attitude toward school

6 Improvement in self-confidence

7 Feeling of personal worth

8 Desire for self-improvement in all areas

EVALUATION OF PROGRAM

SUGGESTED REFERENCES:

BOOKS:

N.Y.S. Education Department. *Vocational industrial cooperative programs, a handbook for teacher-coordinators.*

PAMPHLETS:

Executive Development Press. *Rate yourself.* Littleton, N.H.

National Association of Manufacturers. *Your future is what you make it.*

N.Y.S. Employment Service. *How to get and hold the right job.*

U.S. Department of Labor. *The youth you supervise.* Albany. The Department.

VISUAL AIDS:

OTHERS:

Section III, Lesson 8 (Self-Improvement and Progress on the Job)

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

GETTING A JOB

Section II

Lesson 1 ... CHECKLIST OF REQUIREMENTS FOR BEGINNING WORKERS

2 ... SELF-EVALUATION FOR JOB PLACEMENT

3 ... WRITING APPLICATION LETTERS OF RESUME

4 ... JOB APPLICATIONS

5 ... THE EMPLOYMENT INTERVIEW

6 ... LOCAL EMPLOYMENT FACTORS

7 ... FUTURE EMPLOYMENT AND EDUCATIONAL PLANS

8 ... TECHNIQUES IN FINDING NEW JOBS

9 ... EMPLOYMENT AGENCIES AND SERVICES

Section II GETTING A JOB Lesson I

CHECKLIST OF REQUIREMENTS FOR BEGINNING WORKERS

The child labor laws are designed to safeguard the health and welfare of children by regulating the conditions under which they may work. Labor law contains provisions relating to minimum age for employment, prohibited employment, hazardous occupations, hours of work, minimum wages, payment of wages, unemployment insurance, and apprenticeship.

Provisions governing school attendance and the issuance of employment certificates are part of the New York State Education Law. In New York State certificates are generally issued by local school officials. An employment certificate, work permit, or badge is required for all children under eighteen before they may begin work.

Beginning wage earners need to be informed about the obligations associated with legal employment. A checklist is helpful to both young workers and school officials in making sure that all requirements have been met.

A Requirements for Legal Employment

1 Employment application
- Name and address of applicant
- Pledge of employment filled out by employer
- Employer's signature
- Signature of parent or guardian
- Proof of age (birth or baptismal record)
- Report from school doctor of physical fitness for the job
- School record for those leaving school

2 Employment certificate
- Completed by issuing officer
- Signed in presence of issuing officer by applicant
- Signed in presence of employer by applicant
- Return of receipt coupon by employer
- Certificate returned to issuing office by employer upon termination of employment

3 Social security number
- Required on employer's withholding forms
- Required for social security deductions
- Obtained from social security office or by mailing application obtained at nearest post office

CHECKLIST OF REQUIREMENTS FOR BEGINNING WORKERS

4 Withholding statements
Federal
State

5 Workmen's Compensation
Coverage for injuries occuring on the job

6 Legal age for the job
14-15 may work in many jobs outside school hours and during vacations
16-17 may work full time in most jobs
18 is the minimum age for some hazardous jobs
Special exemptions for student-learners enrolled in vocational cooperative training programs

B School Requirements for Students Enrolled in School Supervised Employment Training

1 Personal data
Name, address, phone, age
Physical condition and defects
School schedule

2 Parental permission to enroll in program

3 Permission to leave school building
Identification card
Sign-out sheet

4 Private transportation
Vehicle registration numbe.
Operators license number
Special driving permit
Parental permission to drive

5 Record of employment
Hours
Days
Employers name, address, phone number
Wages

C Employers Requirements

1 Special clothing
Uniforms
Safety shoes

2 Tools or equipment

3 Special medical examination as required

4 Licensure if required

CHECKLIST OF REQUIREMENTS FOR BEGINNING WORKERS

SUGGESTED REFERENCES:

BOOKS:

N.Y.S. Education Department. *Vocational industrial cooperative programs, a handbook for teacher-coordinators.* Albany. The Department. 1960.

PAMPHLETS:

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_____ *Hire teenagers? Of course you can.* Albany. The Department.

N.Y.S. Education Department. *Standard employment certificate.* Albany. The Department.

U.S. Department of Health, Education and Welfare. *Old-age and survivors insurance for employees of state and local governments.* The Department.

VISUAL AIDS:

OTHERS:

Section II GETTING A JOB Lesson 2

SELF-EVALUATION FOR JOB PLACEMENT

Young people sometimes fail to devote adequate attention to career planning. Choosing life's work is much too important for a snap decision. An equally serious error is merely to drift into the first job or line of work that comes along. One's future happiness and peace of mind depend on how much he likes the way he earns a living.

Fitting the job to a person's likes and dislikes is a difficult task. The young worker may change his occupational goal after he gains more experience. It is not too early, however, to instruct students in the value of using systematic procedures in choosing a field of work. In order to prepare himself for satisfactory job placement the student must realize that four of the most important items every employer is concerned with in a worker are skill, experience, education, and personality. Since skill and experience are two areas the student is trying to achieve perhaps the student should best prepare himself educationally and personality-wise for job placement. A basic preliminary step for the student to take in assuring the realization of his potential is to acquire agreeable personal traits.

As a preliminary step in career planning, the student should take a candid and objective appraisal of his own capacities and limitations. Without self-knowledge all other processes are meaningless.

A Self-Evaluation of Physical Characteristics

1 Height
2 Weight
3 Age
4 Personal appearance and dress
5 Posture and carriage
6 Physical defects and handicaps
7 General health and vitality
8 Ability to withstand exposure
9 Eye-hand coordination
10 Manual dexterity

B Self-Evaluation of Personality Traits

1 Appearance
Physique
Carriage
Health
Dress

2 Influence on Others
Dynamic Force
Magnetism
Enthusiasm

SELF-EVALUATION FOR JOB PLACEMENT

Power of expression
Degree of animation
Social compatibility

3 Character
Dependability
Sincerity and strength of character
Courage of convictions
Consideration for others
Social responsibility
Leadership ability
Confidence
Initiative
Honesty

4 Manners and Disposition
Courtesy
Poise
Temperament
Tact
Self-control
Attitudes toward work, learning, authority, and self
Pride of workmanship and performance
Accuracy and throughness
Flexibility
Ability to work with others

C Measures of Mental Skills and Abilities
1 School grades and records
2 Guidance office information
3 Memory
4 Quickness of thought
5 Aptitudes
6 Verbal
7 Numerical
8 Spatial
9 Perception
10 Clerical

D Education

1 School
Grades
Aptitudes
Attitudes
Course sequences

2 Extra-curricular activities

SELF-EVALUATION FOR JOB PLACEMENT

E Experiences and Skills:

1 Hobbies
With vocational leanings
Involving manual dexterity

2 Work
Direct association with employment potential
School shop

3 Organizations (ie. Boy Scouts)
Positions held
Committees served
Duties performed

F Interests and Hobbies
1 Hobbies that relate to vocational goals
2 Other hobbies
3 Extra-curricular activities in school
4 Activities in the community

G Goals and Aspirations
1 Wealth
2 Security
3 Self-employment
4 Social status
5 Working conditions
6 Service to the community
7 Feelings of self-worth
8 Feelings of accomplishment

SELF-EVALUATION FOR JOB PLACEMENT

SUGGESTED REFERENCES:

BOOKS:

Geisel, J.B. *Personal problems.* Boston. Houghton Mifflin Co.

Strang, Ruth. *Target: tomorrow.* New York. Dell Publishing Co., Inc. 1964.

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Warters, Jane. *Achieving maturity.* McGraw-Hill.

PAMPHLETS:

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SELF-EVALUATION FOR JOB PLACEMENT

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_____*Ethics for everyday living.* Chicago, Ill.

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_____*My educational plans.* Chicago, Ill.

_____*What are your problems?* Chicago, Ill.

_____*What employers want.* Chicago, Ill.

_____*Your personality and your job.* Chicago, Ill.

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Section II GETTING A JOB Lesson 3

WRITING LETTERS OF APPLICATION AND RESUMÉ

A resumé is a written statement of what a job seeker has to offer a particular employer for a particular type of job. Young people are sometimes hesitant about writing resumes because their early job leads may have resulted from friends or connections and they feel that this is the easiest way to get a new job. They may also feel that it is boastful to "show off" their accomplishments in a resumé. Experience has shown that many good friends do not know what the applicant can do for a living and may be guessing at qualifications. A factual presentation of experiences and qualifications is accepted as standard in any sort of business.

The letter of application usually accompanies a resumé and serves as an inducement to an employer to turn the page and read the resume. The next logical step is the granting of a personal interview.

A Objectives of a Resumé

1 Serves as introduction

2 Saves time by eliminating purposeless interviews

3 Serves as focus for and improves personal interview

4 Avoids overselling and understatement

5 Provides employer with visual reminder of information covered verbally during the interview

B Types of Resumés

1 Original idea resumé
Unusual presentation of material as an attention getter

2 Chronological resumé
Complete summary of all experiences

3 Functional type reserve
Selection of only the past experiences that qualify the writer for a particular job

C Preliminary Analysis of Facts

1 Work History
Job titles
Details of job duties
Why hired for jobs
Likes and dislikes about jobs
Experiences gained that can be applied to other jobs

WRITING LETTERS OF APPLICATION AND RESUME

Special skills and talents developed
Length of time on the job
Reason for leaving
References that can be used
Personality factors that helped to success on job

2 Education
Schools attended
Courses taken
Subjects liked best and least and why
Subjects excelled in - grades, honors
Special skills
Extracurricular activities
Scholarships
Contacts that may serve as leads

3 Personal Characteristics
Identifying data
Physical data
Appearance
Speech
Social conduct and attitudes

4 Resources
Firms that may have the kind of job you want
Business associates
Personal friends and acquaintances
School friends and instructors
Employment agencies
Professional organizations
Trade directories

D Considerations in Planning your Resumé

1 Analysis of pertinent data

2 Organization of data

3 Selection of data

4 Preparation of Several Resumés

E Suggested Outline for Resumés

1 Heading

2 Occupational Interest and Goal

WRITING LETTERS OF APPLICATION AND RESUMÉ

3 Work History
- By job
- Job duties
- Scope or responsibility
- Accomplishments
- By function

4 Military Experience

5 Education

6 Miscellaneous Information

7 Personal Data

F Writing Letters of Application

1 Five essential ingredients

Brief mention of appropriate observation of person you are addressing

Define scope and depth of your expefience in brief

Call attention to attached resumé

Tell your prospect that you want to work for him

Ask for an appointment for a personal conference

2 Four general cautions

Don't be oversolicitous

Avoid flattery

Avoid exaggerated expressions of gratitude

Do not editorialize superfluously

WRITING LETTERS OF APPLICATION AND RESUME

SUGGESTED REFERENCES

BOOKS:

Fiengold, S. N. & List H. *How to get that part time jcb.* New York. Arco Publishing Co.

Marshal, Austin. *How to get a better job.* Appleton Century. 1964.

PAMPHLETS:

The Economic Press, Inc. *Customer relation.* West Orange, N.J.

_____*Employee morale.* West Orange, N.J.

_____*Health and safety.* West Orange, N.J.

_____*Home and family.* West Orange, N.J.

_____*Job attitudes.* West Orange, N.J.

_____*Job success.* West Orange, N.J.

_____*Letter writing.* West Orange, N.J.

_____*Sales.* West Orange, N.J.

_____*Secretarial.* West Orange, N.J.

_____*Self improvement.* West Orange, N.J.

General Motors Corporation. *Can I get the job?* Public Relations Staff.

N.Y.S. Employment Service. *Guide to preparing a resumé.* Albany.

U.S. Department of Labor. *Merchandising your job talents.* Manpower Administration. U.S. Government Printing Office.

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Section II GETTING A JOB Lesson 4

Job Applications

Careful preparation of application forms is important. The job candidate should be familiar with what is commonly asked and be prepared with pertinent personal information before visiting an employment office.

A Compiling Data

1 Personal data
- Age
- Height
- Weight
- Marital status
- Dependents
- Physical limitations
- Social security number

2 Education
- Name and location of schools
- Dates attended
- Major subjects or courses taken

3 Military service
- Length of service
- Branch of service
- Special training

4 Previous employment
- Name and address of firm
- Dates of employment
- Duties performed
- Experience acquired
- Names and titles of supervisors for reference

5 Personal references
- Civic leaders
- Teachers
- Minister
- Friends

6 Extra curricular activities
- Hobbies
- Sports
- Special interests

Job Applications

7 Organizations (membership, offices held)
- School
- Community
- Church
- Honorary

B Filling out Application Forms

1 Read directions carefully

2 Letter information neatly

3 Avoid erasures

4 Check for omissions

JOB APPLICATIONS

SUGGESTED REFERENCES:

BOOKS:

Fiengold, S. N. & List H. *How to get that part time job.* New York Arco Publishing Co.

Lasher, W.K. & Richards, E.A. *How you can get a better job.* Chicago: American Technical Society. 1954. Pages 147-151

Marshall, Austin. *How to get a better job.* Appleton Century. 1964.

Paradis, A.A. *From high school to job.* New York. David McKay. Chapt. 19

PAMPHLETS:

General Motors Corporation. *Can I get the job?* Public Relations Staff.

Mutual Life Insurance Company of New York. *Helpful hints in landing that first job.*

National Association of Manufacturers. *Your future is what you make it.*

U.S. Department of Labor. *Merchandising your job talents.* Manpower Administration. U.S. Government Printing Office.

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Sample job application forms

Section II GETTING A JOB Lesson 5

The Employment Interview

The letter of application and the application form are a springboard to the goal of winning an interview with the prospective employer. The interview is very important to the employer since a written application rarely reveals the personality, appearance, general impression, maturity, or enthusiasm of the applicant. This is the time when speech, dress, and personality can determine whether or not the job is actually landed. It is of extreme importance, therefore, that the applicant becomes well-rehearsed in the objectives, techniques, and ways of handling a job interview.

A Good Grooming for the Interview

1 Personal hygiene
- Clean - shower and deodorant
- Tooth and mouth care
- Care of skin
  - Boys - clean shaven
  - Girls - light makeup
- Hair
  - Boys - regular haircut
  - Girls - Simple hair-do

2 Dressing for the job interview
- Conserative clothes
- Avoid fads or extremes
- Clothes clean and pressed
- Boys suit or jacket
- Girls simple suit or fitted dress

B Proper Behavior During the Interview

1 Be prompt

2 Be alert in voice and eyes

3 Display confidence

4 Show enthusiasm and interest

5 Be honest and accurate

6 Guidance, poise, and calmness

7 Be attentive

8 Display maturity

9 Think before answering each question

10 Have good posture

11 Show appreciation for taking employer's time

C Speech and Voice in the Interview

1 Clearness

2 Diction

3 Articulation

4 Modulation

5 Low pitch

6 Speed

7 Grammar

8 Brevity

9 Courtesy

10 Friendly tone

11 Calmness

12 Directness

13 Ease

D Substance of the Interview

1 Determined by employer

2 Awareness of employer's needs

3 Presentation of skills and qualifications

4 Resumé of background

5 Knowledge of firm

6 Information complete but brief

7 Preparation of facts and figures

THE EMPLOYMENT INTERVIEW

8 Avoidance of personal, home, or money problems

9 Independence of ideas

10 Avoidance of hesitancy

11 Preparation of references

12 Avoidance of self-effacement

13 Avoidance of boasting

14 Demonstration of willing attitude

THE EMPLOYMENT INTERVIEW

SUGGESTED REFERENCES:

BOOKS:

Feingold, S.N. & List H. *How to get that part time job.* Arco Publishing Company, Inc. New York.

Marshall, Austin. *How to get a better job.* Appleton Century. 1964.

PAMPHLETS:

General Motors Corporation. *Can I get the job.* Detroit. The Corporation

The Mennen Company. *Grooming for the job.* Morristown, N.J.

Mutual of New York. *Helpful hints in landing that first job.* New York

National Association of Manufacturers. *Your future is what you make it.*

N.Y.S. Employment Service. *How to get and hold the right job.*

_____*How to sell yourself to an employer.*

U. S. Department of Labor. *Merchandising your job talents.* The Department. Manpower Administration. U. S. Government Printing Office.

U. S. Navy. *Manual of employment interviewing.*

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly

Section II GETTING A JOB Lesson 6

Local Employment Factors

The nature of business and industry in any community is determined by many factors. Young people should know what attracts business to a community and the policies and practices affecting employment, job training, and promotion. They should be aware of the effect that a changing economy and new technology will have on a community and the resulting employment opportunities.

A Factors Affecting Location of Industry

1 Transportation
- Harbors
- Railroads
- Trucking

2 Raw materials
- Basic materials
- Water
- Electricity

3 Markets
- Local
- National

4 Availability of labor
- Skilled
- Nonskilled

5 Tax structure
- Local
- State

6 Ownership of business
- Local
- National

7 Educational Facilities
- Vocational preparation
- Occupational extension

8 Community
- Kind
- Size
- Zoning

Local Employment Factors

B Factors Affecting Stability of Employment

1 Products manufactured
- Single
- Diversified
- Consumer
- Government

2 Number and types of industries
- Single manufacturer
- Diversified industries
- Building trades
- Service occupations

3 Economy
- Expanding
- Declining
- Stable

4 Contracts
- Prime
- Subcontracts

5 Technology
- New ideas, products, methods
- Automation

6 Union activities
- Local strikes
- Regional strikes
- National strikes

C Employment Policies and Practices

1 Hiring
- Method of recruiting
- Age restrictions
- Qualifications
- Influence of organized labor
- Fair employment practices

2 Training
- Apprentice
- Inservice
- Company financed

Local Employment Factors

3 Advancement
- Merit
- Seniority
- Pirating

4 Terminating
- Layoffs during slow periods
- Technological unemployment (replaced by automation)
- Nonperformance of duties
- Disloyalty
- Length of notice
- Severence pay

LOCAL EMPLOYMENT FACTORS

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

Local Chamber of Commerce Directory.

N.Y.S. Department of Commerce. *New York State woman's program bulletins.* New York. The Department

N.Y.S. Department of Labor. *Employment review.* Albany. Division of Employment. Research and Statistice Office.

N.Y.S. Department of Labor. *Jobs, the changing pattern manpower and technological change in New York State.* Albany. The Department

U.S. Department of Labor. *Manpower challenge of the 1960's.* The Department

VISUAL AIDS:

OTHERS:

Speaker from Chamber of Commerce

Speaker from organized labor

Classified section from telephone directory

Section II GETTING A JOB Lesson 7

FUTURE EMPLOYMENT AND EDUCATIONAL PLANS

Life has been described as opening a series of doors. Opportunities are always available for those who are prepared. No period is more important than the time spent in school and the years shortly after. It is then that young people need adequate career guidance to help them formulate realistic employment and educational plans for the future. Career guidance should include careful training in the analysis of occupational trends and the effects of automation and technology on employment opportunities.

A Self-Evaluation for Career Planning

1 Assessment of physical, emotional, and mental abilities

2 Interests and hobbies

3 Goals and aspirations

4 Past achievement and experiences

B Available Educational Opportunities

1 Adult education programs

2 Posthigh school vocational programs

3 Private trade schools

4 Correspondence schools

5 Technical institutions

6 Colleges and universities

7 Manpower development and training programs (MDTA)

C Available Training in Industry

1 Factory training programs

2 Private education financed by industry

3 Apprentice training

4 Occupational extension

FUTURE EMPLOYMENT AND EDUCATIONAL PLANS

D Changes in Employment Patterns

1 National trends and forecasts

2 Predicted employment needs in New York State

3 Local employment conditions

4 Displacement of workers by automation

FUTURE EMPLOYMENT AND EDUCATIONAL PLANS

SUGGESTED REFERENCES:

BOOKS:

Hawes, G. R. *The new American guide to colleges.* New York. The New American Library of World Literature, Inc. 1964.

Kahler, A. & Hamberger, E. *Education for an industrial age.* New York. The Institute of World Affairs of the New School for Social Research. Cornell University Press.

Lovejoy, C. E. *Lovejoy's vocational guide.* New York. Simon and Shuster.

Miller, Adeline & Brown B. I. *National directory of schools and vocations.* North Springfield, Penn. State School Publications. 1963.

Myrdal, Gunnar. *Challenge to affluence.* New York. Pantheon Books. 1963.

New York Life Insurance Company. *Career opportunities.* Career Information Series. New York. The Company. 1962.

Rutgers University. *Vocationally talented pupils.* New Brunswick, N.J. Division of Field Studies and Research. Rutgers - The State University. 1962.

U.S. Department of Labor. *Manpower report of the president.* The Department. 1966.

_____*Occupational outlook handbook.* The Department. 1966.

Vocational Advisory Service. *Where to find vocational training in New York City.* New York.

PAMPHELTS:

Accrediting Commission of the National Home Study Council. *Directory of Accredited private home study schools.* Washington, D. C. National Home Study Council.

Channing L. Bete Co., Inc. *Going to college.* Greenfield, Mass.

Columbia University. *College education for U.S. youth: The attitudes of parents and children.* New York. Bureau of Applied Social Research. Columbia University. 1964.

FUTURE EMPLOYMENT AND EDUCATIONAL PLANS

SUGGESTED REFERENCES: (Continued)

Ford Motor Company. (Booklets, manuals, charts, films, kits and displays which relate to guidance and economics. Send for catalog entitled *A list of free teaching aids.*) Dearborn, Mich. The Company. Educational Affairs Department.

General Motors Corporation. (Booklets, manuals, charts, films, kits and displays which relate to guidance and economics. Send for catalog entitled *General motors aids to educators.*) Warren, Mich. The Corporation. Educational Relations Section. Public Relations Staff. General Motors Technical Center.

National Association of Manufacturers. *Your future is what you make it.*

N.Y.S. Department of Labor. *Jobs 1960-1970 the changing pattern.* Albany. The Department.

N.Y.S. Division for Youth. *Data on youth.* Albany.

N.Y.S. Education Department. *Directory of private trade schools in New York State.* Albany. The Department. Division of Industrial Education.

Science Research Associates, Inc. *Charting your job future.* Chicago.

_____*Choosing your career.* Chicago.

_____*If you're not going to college.* Chicago. Dept. NYT-4

_____*My educational plans.* Chicago. Dept. NYT-4

U.S. Department of Labor. *Career guide for ... demand occupations.* The Department. Superintendent of Documents. U.S. Government Printing Office.

_____*Manpower challenge of the 1960's.* The Department. Superintendent of Documents. U.S. Government Printing Office.

_____*Training opportunities for women and girls.* The Department. Superintendent of Documents. U.S. Government Printing Office.

Vinson, A.F. *Automation in industry.* Schenectady, N.Y. Public Relations Services. General Electric Co.

FUTURE EMPLOYMENT AND EDUCATIONAL PLANS

SUGGESTED REFERENCES: (Continued)

VISUAL AIDS:

Encyclopedia Britannica Films. *You can go a long way!*

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Related General Information Lesson 2, Section II

Society for Visual Education, Inc. *Getting ahead in your job.* LA 627 5-57 fr. Chicago, Ill. $3.25, SUE

Section II GETTING A JOB Lesson 8

TECHNIQUES IN FINDING NEW JOBS

Young workers should be acquainted with the importance of the shifting nature of occupations. This tendency is too well known to justify the idea that the occupations of today will be the occupations of tomorrow.

Everyone is interested in finding a new job at least once in his lifetime. It is important to learn how to recognize and avoid "dead end" jobs, and to recognize jobs with a future. There are certain techniques which make this easy and which may make the difference between obtaining the job and not being hired.

A Factors in Choosing an Occupation

1 Occupational goal

2 Previous work experience

3 Education and training needed

4 Occupational aptitude testing

5 Job counselor's advice

6 When to change jobs

B Sources of Information

1 School placement bureau

2 Trade papers and magazines

3 Newspaper ads

4 State employment service

5 Private employment agencies

6 Civil service bulletins

7 Friends

8 Relatives

9 Persons already employed

10 Personal file

11 Former employer

TECHNIQUES IN FINDING NEW JOBS

C Employment malfunctions

1 Fee, agencies require before securing a job

2 Jobs requiring applicant to post money for bond

3 Partnership obligations

4 Sales territory rights

5 Purchasing home demonstration kits

6 Purchasing materials for home work

D Interview Techniques

1 Preparation

2 Development of employer's confidence
appearance
punctuality
speech
personality

3 Discovering the employer's needs

4 Creating employer's interest in your qualifications

5 Prompting a favorable decision from the employer

6 Agreement on contract terms

E Followup Techniques

1 Thank you letter

2 Telephone

3 Personal contact

TECHNIQUES IN FINDING NEW JOBS

SUGGESTED REFERENCES:

BOOKS:

Fingold, S, N. & List H. *How to get that part time job.* New York. Arco Publishing Co. Inc.

Marshall, Austin. *How to get a better job.* Appleton Century. 1964.

PAMPHLETS:

General Motors Corporation. *Can I get the job.* Public Relations Staff.

Moulton, R. H. *12 Pointers that lead to promotion.* N.H. Executive Development Press, Inc.

Science Research Associates. *Charting your job future.* Chicago.

_____*Keys to vocational decisions.* Chicago.

U.S. Department of Labor. *Job guide for young workers.* The Department. Superintendent of Documents. U.S. Government Printing Office.

_____*Merchandising your job talents.* The Department. Manpower Administration. U.S. Government Printing Office.

Worthy, J. C. *What employers want.* Science Research Associates, Inc.

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

See Section I, Lessons 4,5,6, and 7

Society for Visual Education, Inc. *Getting a job.* LA 627. 4-47 fr. Chicago, Ill: $3.25, SUE.

Section II GETTING A JOB Lesson 9

EMPLOYMENT AGENCIES AND SERVICES

There are a number of organizations and agencies which provide counseling, testing, and job-placement services for students, school dropouts beginning workers, and older persons. The intimate contact with the school is completely severed for many individuals when they leave school; however, most young people are still in need of guidance for several years thereafter.

As workers advance in their jobs and take on mature responsibilities, they should know where to obtain advice on such matters as specialized training possibilities, routes to advancement or better pay, and possible redirection to other fields of work.

A New York State Employment Service

1 Testing

2 Vocational counseling

3 Job placement

4 Administration of unemployment insurance payments

5 Youth Opportunities Service

6 Manpower Development Training Program

7 Civil Service

8 On-the-job-training

B Public School Services

1 Guidance and testing

2 Job placement

3 Followup studies of graduates

C Private Employment Agencies

1 Job counseling and testing

2 Job placement

3 Moral and legal responsibilities of employment agencies

4 Youth Employment Service

EMPLOYMENT AGENCIES AND SERVICES

D Other Agencies and Services

1 Fraternal and church groups

2 Apprenticeship councils

3 Vocational rehabilitation for handicapped persons

4 Placement services of private trade schools

EMPLOYMENT AGENCIES AND SERVICES

SUGGESTED REFERENCES:

BOOKS:

Marshall, Austin. *How to get a better job.* Appleton Century. 1964.

U. S. Department of Labor. *Counseling and employment service for youth.* Superintendent of Documents. U. S. Government Printing Office. 1962

PAMPHLETS:

Haber, William & Kruger, D. H. *The role of the United States Employment Service in a changing economy.* The W. E. Upjohn Institute for Employment Research. Kalamazoo, Mich.

N.Y.S. Employment Service. *Are you looking into your future?*

_____ *How to get and hold the right job.*

Science Research Associates. *How to get a job.* Chicago.

VISUAL AIDS:

University of Indiana. *Choosing your occupation.* (10 min.)

OTHERS:

Classified Sections of Newspapers

N.Y.S. Employment Service

Private Agencies - (Speaker)

Classified Sections of Newspapers

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

JOB PRACTICES AND HUMAN RELATIONS

Section III

Lesson 1 ... THE FIRST DAY ON THE JOB

2 ... ACCIDENT PREVENTION ON THE JOB

3 ... INDUSTRIAL SAFETY PROGRAMS

4 ... WAGES, HOURS, AND PAYROLL DEDUCTIONS

5 ... EMPLOYER AND EMPLOYEE RESPONSIBILITIES

6 ... THE ART OF GETTING ALONG

7 ... JOB APPRAISAL

8 ... SELF-IMPROVEMENT AND PROGRESS ON THE JOB

9 ... WORK HABITS AND ATTITUDES

10 ... PERSONAL HYGIENE FOR THE JOB

11 ... WHY PEOPLE LOSE JOBS

12 ... ETHICS IN TERMINATING EMPLOYMENT

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 1

THE FIRST DAY ON THE JOB

The new worker's first day on the job is perhaps the most important day. First impressions are important and lasting; therefore, the trainee should endeavor to make the best impression possible in order to get off to a good start. He should demonstrate his eagerness to understand the employer and his own function within the framework of the job, and he should be alert and desirous of learning what is to be expected of him, specifically, and of all employees, generally.

A Job Rules and Regulations

1 Reporting for work
- Use of timecard
- Use of sign-in sheet
- Punctuality
- Reliability
- Absenteeism
- Dependability

2 Restrictions
- On smoking
- About eating
- Regarding rest breaks
- Location of parking areas
- Use of lockers

3 Job safety
- Operation of machinery
- Use of tools
- Proper body protection
- Clothing
- Masks
- Guards
- Handling of flammables and chemicals

4 Quitting time
- Clean up duties
- Washing and changing clothes
- Production reports
- Checking out

B Wage Payment Policies

1 Regular hours of work

2 Times for rest periods

THE FIRST DAY ON THE JOB

3 Lunch period

4 Overtime and overtime pay

5 Pay period and payday

C Personnel Policies

1 Worker's immediate supervisor

2 Channels of authority

3 Trainee responsibilities

4 Expected behavior toward coworkers

THE FIRST DAY ON THE JOB

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

National Association of Manufacturers. *Your first job.*

N.Y.S. Department of Labor. *Why young people fail to get and hold jobs.* Albany. The Department.

N.Y.S. Employment Service. *How to begin working.*

U.S. Department of Labor. *The youth you supervise.* The Department.

VISUAL AIDS:

OTHERS:

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 2

ACCIDENT PREVENTION ON THE JOB

Every year many thousands of workers are killed in accidents, several hundred thousand are permanently impaired, and over two million workers receive disabling injuries. The figures indicate that many workers are not receiving enough training for job safety.

Every young worker should develop an attitude of safety consciousness at the very beginning of his employment. This attitude is developed by knowledge and understanding of safety factors such as the cause of accidents, points of hazards on machines and tools, types and use of protective devices, and accident costs.

A Accidents and Prevention

1 Types of accidents

2 Why accidents happen

3 How accidents can be prevented

B Machinery Guards

1 Need for guards

2 Types of guards

3 N. Y. State regulations for guarding machinery

C Safety Hazards at the Work Station

1 Plant layout

2 Movement of materials

3 Poor housekeeping

D Personal Protective Devices

1 Goggles and masks

2 Proper clothing

3 Safety shoes

4 Respirators

ACCIDENT PREVENTION ON THE JOB

E Factors in Safe Use of Hand Tools

1 Purchase of good tools designed for the work

2 Knowledge of correct tool to use

3 Proper use of tools

4 Periodic inspection of tools

5 Proper storage of tools not in use

F Factors in Portable Electric Tool Safety

1 Cord insulation

2 Terminal connections

3 Switches and plugs, types and uses

4 Motor brushes

5 Ground wire

G Lifting and Carrying

1 Procedure for lifting and lowering

2 Rules for carrying

H Fire Prevention and Protection

1 Nature of problem

2 Combustion

3 Classes of fires

4 Extinguishers

I Accident Costs

1 To individuals

2 To production schedules

3 To consumers

ACCIDENT PREVENTION ON THE JOB

J Factors in the Control of Accidents

1 Foreman's responsibilities
  Looking for safety hazards
  Giving adequate training

2 Plant inspection methods

3 Employee responsibilities

4 Use of color dynamics
  Colors used to promote safety
  Background of colors and uses
  Reactions to colors

5 Safety campaigns and contests

ACCIDENT PREVENTION ON THE JOB

SUGGESTED REFERENCES:

BOOKS:

Heinrich, H.W. *Industrial accident prevention.* McGraw Hill.

National Safety Council. *Accident prevention manual.*

N.Y.S. Department of Education. *Shop safety education.* Albany. The Department.

PAMPHLETS:

DuPont DeNemours & Co. *The story of safety.*

_____*The story of the builders.*

National Board of Fire Underwriters. *No work till further notice, stop fires, save jobs.*

National Formen's Institute. *Effective communications.* Waterford, Conn.

_____*Human relations.*

_____*Incentive systems.*

_____*Job evaluation.*

_____*Labor relations.*

_____*Organization.*

_____*Performance rating.*

_____*Planning.*

_____*Production control.*

_____*Quality control.*

_____*Safety.*

_____*The Supervisor's job.*

The National Research Bureau, Inc. (Booklets on subjects such as, economics, national and world affairs, government, health, education, careers, safety and success in business. Send for their catalog.) Burlington, Iowa.

ACCIDENT PREVENTION ON THE JOB

SUGGESTED REFERENCES: (Continued)

U.S. Department of Labor. *The principles and techniques of mechanical guarding*. The Department.

_____*The youth you supervise*. The Department.

VISUAL AIDS:

Aetna Life Affiliated Cos. *Don't drop your guard*. (Film)

General Motors Corp. *The ABC of hand tools*. (Film)

_____*Safe as you think*. (Film)

Jam Handy. *Factory safety*. (Film)

_____*Two steps to safety*. (Film)

N.Y.S. Department of Commerce. *Voice of safety*. (Film) Albany. The Department.

Selected Motion Pictures. *For safety's sake*. (Film)

Union Pacific R. R. *Days of our years*. (Film)

United Auto Workers Education Department. (Films on automation, safety, economics, unions and government. Send for film catalog.) Detroit, Mich. Film Library, Solidarity House.

University of Indiana. *Safety in the shop*. (13 min.)

OTHERS:

National Safety Council, Posters.

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 3

INDUSTRIAL SAFETY PROGRAMS

Organized programs for industrial safety are of fairly recent origin. Before World War I, and even later in many industries, it was generally considered the employee's responsibility to avoid injury while at work. The incidence of crippling accidents was high, and compensation payments were practically nonexistant. The general development of safety consciousness has been spurred on by State compensation insurance laws, governmental agencies, the National Safety Council, industrial management groups, labor unions, and insurance companies.

A Motivating Factors

1 National manpower needs

2 Employee morale

3 Insurance rates

4 Production efficiency

B Physical Safety Measures

1 Plant layout and design

2 Materials handling techniques

3 Machine design

4 Machine guarding

5 Noise control

6 Fire control

7 Housekeeping

8 Protective clothing

9 Eye protection

INDUSTRIAL SAFETY PROGRAMS

C Education for Safety

1 Training in school

2 Posters and slogans

3 Contests

4 Instruction of beginning worker

5 Publication of accident data

D Industrial Safety Practices

1 Discipline

2 Rest periods

3 Rewards and bonuses

4 Inplant training

E Sources of Safety Information

1 Insurance companies

2 Manufacturing firms

3 Governmental agencies

4 Labor unions

5 Education departments

INDUSTRIAL SAFETY PROGRAMS

SUGGESTED REFERENCES:

BOOKS:

N.Y.S. Department of Education. *Shop safety education.* Albany. The Department.

Williams, A.W. *Accident prevention manual for shop teachers.* American Technical Society.

PAMPHLETS:

National Formen's Institute. *Effective communications.* Waterford, Conn.

_____*Human relations.* Waterford, Conn.

_____*Incentive systems.* Waterford, Conn.

_____*Job evaluation.* Waterford, Conn.

_____*Labor relations.* Waterford, Conn.

_____*Organization.* Waterford, Conn.

_____*Performance rating.* Waterford, Conn.

_____*Planning.* Waterford, Conn.

_____*Production control.* Waterford, Conn.

_____*Quality control.* Waterford, Conn.

_____*Safety.* Waterford, Conn.

_____*The Supervisor's job.* Waterford, Conn.

The National Research Bureau, Inc. (Booklets on subjects such as, economics, national and world affairs, government, health, education, careers, safety and success in business. Send for their catalog.) Burlington, Iowa.

VISUAL AIDS:

General Motors Corporation. *Safe as you think.* sd. 20 mm.

United Auto Workers Education Department. (Films on automation, safety, economics, unions and government. Send for film catalog.) Film Library, Solidarity House.

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 4

WAGES, HOURS, AND PAYROLL DEDUCTIONS

Beginning workers under the age of 21 are entering the labor market in increasing numbers every year. State and federal labor laws are designed to protect the health and welfare of young people and to regulate the conditions under which they may work. Whenever a state standard differs from a federal standard, the higher standard must be observed. Every worker should be well acquainted with the labor laws that permit, control, and safeguard his employment.

Young employees are frequently dismayed when they receive their first check to find that their take-home wages are considerably less than their wage multiplied by the hours they worked. It is very important for these employees to understand and realize what deductions will be made from their pay check and why these deductions are made.

The New York State Labor Law is clear on which deductions are mandatory and which are permissive. New employees should give careful consideration to such permissive deductions as group insurance, hospitalization, payroll savings, etc. Although these deductions will decrease actual take home pay, the benefits received by these deductions are usually very worthwhile.

A Hours of Work

1 Hours when school is in session

2 Hours when school is not in session

3 Restriction on night work

4 Exemptions from employment restrictions
Student learners
Special seasons

5 Definition of work week

B Mandatory Deductions

1 Old age and survivor's insurance (Social Security)

2 Federal income tax

3 State income tax

C Permissive Deductions

1 Union dues

2 Group insurance

3 Hospitalization premimus

4 Community chest contributions

5 United States Savings Bonds

6 Assignment of wages (garnishments)

7 Payroll savings

D Illegal Deductions for Minors

1 Payments for disability insurance

2 Cost of spoiled or broken materials

3 Penalty for lateness (except nonpayment for time lost)

E Wage Laws

1 State minimum wage

2 Individual wage orders

3 Exemptions

4 Equal pay

5 Overtime pay requirements
Federal
State

WAGES, HOURS, AND PAYROLL DEDUCTIONS

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BOOKS:

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Peattie, Roderick & Peattie, Lisa. *The law: what it is and how it works.* H. Schuman. 1952.

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OTHERS:

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Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 5

EMPLOYER AND EMPLOYEE RESPONSIBILITIES

Every employer, regardless of size, has certain legal responsibilities mandated by the New York State Department of Labor and The United States Department of Labor. He must maintain and keep accurate records on file for every employee or past employee for a period of six years. The records are subject to inspection by the Division of Employment.

Employers may also provide benefits such as recreation facilities and health programs to further employee morale. Every worker should realize the difference between the legal responsibilities of the employer, and those he voluntarily provides to increase the morale of his employees.

The employer has definite legal and moral obligations to the people on his payroll, and employees, too, are obliged to maintain standards of performance and behavior. Some of the obligations are basic requirements that must be observed to hold a job; others involve habits, attitudes and initiative that workers must develop to enhance the possibility for job security, advancement, promotion, and continued satisfaction from work.

A Employer Responsibilities

1. Legal responsibilities

   Basic wage and hours standards

   Child labor provisions

   Records keeping

   Wage payments

   Posting provisions

2. Plant Working Conditions

   Industrial code rules for the occupation

   Restrooms and rest breaks

   Lunchrooms or cafeteria service

   Shop safety

3. Employment stabilization

Analysis and planning of production

Personnel procedures

Changes in marketing

4. Work incentive programs

Fair wages

Profit sharing and bonus systems

Placement of new employees

Opportunities for advancement

Reimbursement for further education

5. Fringe benefits

Health programs

Recreation facilities

Hospitalization, sickness, major medical insurance

Company stores and discounts

Employee credit unions

Counseling

Legal aid

B. Employee Responsibilities

1. Basic requirements

Completion of necessary forms for legal employment

Readiness and willingness to work

Knowing and following plant rules and procedures

Observance of safety rules

Recognition of channels of authority

EMPLOYER AND EMPLOYEE RESPONSIBILITIES

Reporting for work on time

Notifying employer in advance when absence is necessary

Demonstrating respect

Dress neatly and in good taste for the job to be done

2. Employee attitudes

Taking pride in work

Having zest for the job

Giving what you can to the job

Performing a day's work

Willingness to do a little extra

Trying whatever kind of work your employer wants you to do

Demonstrating interest in the welfare of the employer

Letting the people you meet know about your employer's good qualities

Taking pride in the firm

3. Employee obligations involving work habits

Following job instructions

Maintaining high standards of work quality

Demonstrating ability to go ahead without constant supervision

Fulfilling job requirements

Working steadily, not spasmodically

Being alert

4. Employee initiative

Studying related information about the job

Communicating ideas with fellow employees

Developing skills and abilities pertaining to the job

Looking for ideas that will produce a like product at a lower cost, or a better product

EMPLOYER AND EMPLOYEE RESPONSIBILITIES

SUGGESTED REFERENCES:

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VISUAL AIDS:

OTHERS:

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 6

THE ART OF GETTING ALONG

There is no reason why anyone of us cannot have the security, the companionship, and feeling of being worthwhile that we want. Practicing good human relations pays off and makes us, and those around us, happier people. Most jobs demand that employees have the ability to get along with other workers, customers, and management. Those who get along better are usually given greater responsibility on the job. It is entirely possible to improve ycur techniques in getting along by practicing human relation techniques. Some guides are provided here. It is not easy, however, to change our ways - we really have to work at it.

A Human Relations Guidelines

1 To get the best of an argument - avoid it

2 Show respect for the other man's opinions - never tell a man he is wrong

3 If you are wrong, admit it quickly

4 Begin in a friendly way

5 Let the other man feel the idea is his

6 Try honestly to see things from the other person's point of view

7 Be sympathetic with the other person's ideas and desires

8 Be a good listener

9 Be courteous

10 Control your temper

B Winning Friends and Handling People

1 Don't criticize or complain

2 Don't condemn

3 Give honest appreciation

4 Make the other person feel important - but do it sincerely

5 Show people you understand

6 Smile

THE ART OF GETTING ALONG

7 Know and use a man's name

8 Talk in line with the other person's interest and knowledge

9 Develop interest in other people

C Techniques in Supervision

1 Start with praise and honest appreciation

2 Give orders by asking questions

3 Give credit for the slightest improvement - use encouragement

4 Call attention to mistakes indirectly - let the other man save face

5 Show that you are human by pointing out your own mistakes

6 Create a fine reputation for a person to live up to

THE ART OF GETTING ALONG

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_____*How to understand people.* Greenfield, Mass.

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_____*Job attitudes.* West Orange, New Jersey.

_____*Job success.* West Orange, New Jersey.

_____*Letter writing.* West Orange, New Jersey.

_____*Sales.* West Orange, New Jersey.

_____*Secretarial techniques.* West Orange, New Jersey.

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THE ART OF GETTING ALONG

SUGGESTED REFERENCES: (Continued)

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_____*Incentive systems.* Waterford, Conn.

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_____*Organization.* Waterford, Conn.

_____*Performance rating.* Waterford, Conn.

_____*Planning.* Waterford, Conn.

_____*Production control.* Waterford, Conn.

_____*Quality Control.* Waterford, Conn.

_____*Safety.* Waterford, Conn.

_____*The Supervisor's job.* Waterford, Conn.

Ohio Trade and Industrial Education Service. *Human relations.* (Leader's manual, handout sheets, flannel board cards and tape recording.) Columbus, Ohio. Instructional Material Laboratory. The Ohio State University.

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_____*Discovering yourself*, by Marjorie Cosgrove and Irma Unruh. Chicago. SRA

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VISUAL AIDS:

OTHERS:

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 7

JOB APPRAISAL

In the course of his employment, the average worker does not have occasion to consider the entire scope of his work in a definite and systematic manner. His trade skills and knowledge become so much a part of him that he forgets they once had to be learned. Things about the trade seem so simple and obvious that he assumes everyone must know them. The beginning worker who is able to examine a job can match his potential with the knowledge and skills required to be successful and thereby obtain satisfaction in his work.

A Job Classification

1 Name of job

2 Classification of job (Dictionary of Occupational Titles)

3 Main and subdivisions of occupation

4 Fields of work related to job

B Job Description

1 Tools used

2 Materials and equipment used

3 Operations performed

4 Training and preparation needed

5 Terms used in the field

6 Related theory needed for job success

C Physical Qualities for the Job

1 Walking, jumping, running

2 Coordination of eye and hand; foot and hand

3 Size and strength

4 Finger and manual dexterity

JOB APPRAISAL

D Abilities Required

1 Work rapidly for long periods

2 Estimate size, shape, quantity

3 Retain ideas, details, directions

4 Meet people, deal with public, work with others

5 Accept repetitious work

6 Adaptability, initiative, stability

7 Mechanical understanding

8 Depth perception, spatial relations

E Working Conditions

1 Wages

2 Job security

3 Routes to advancement

4 Occupational hazards

5 Restrictions to employment

6 Working environment

7 Safety and hygiene

F Other Benefits

1 Future outlook

2 Social activities

JOB APPRAISAL

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VISUAL AIDS:

OTHERS:

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Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 8

SELF-IMPROVEMENT AND PROGRESS ON THE JOB

Self-improvement depends on individual initiative. Some people never learn how to develop their talents for a more productive life - and these tend to blame fate, other people,or circumstances on lack of success. In a constantly changing work world the emphasis needs to be placed on the cultivation of personal qualities and on general training that may contribute to success in a variety of occupations.

The person who has learned to improve on his abilities, whatever they may be, is likely to find the way to promotion and better pay and more satisfaction from life than the one who waits for destiny's call. Even as the aspiring major leaguer spends many hours refining necessary skills and techniques, so can any ambitious person improve himself for his job.

Determining progress and granting grades involve three areas of testing and evaluation in most vocational programs. In the vocational school shop, progress in vocational skills, industrial processes, and related theory are rated by the instructor. One of the devices commonly used is the progress chart which visually shows the students' accomplishments through jobs performed. Related general information and knowledge in occupational theory are provided through classroom study and are generally evaluated by means of periodic tests.

In the programs that place students in live job situations during a period of their training, trade skills and knowledge of occupational processes are evaluated by the employer, since job competence and experience are gained through the training supervised by the employer. Guidance and instruction in general information valuable to any young person, and knowledge of occupational theory needed for success in a particular trade are provided through classroom study. The coordinator usually teaches and evaluates related general information and related trade theory.

Evaluation of student progress also involves a variety of personal factors. Some of them, such as improvement of character traits, and development of wholesome attitudes toward work and school, do not lend themselves to objective measurement; yet, their importance must not be minimized.

A Personal Qualities for Self-Improvement

1 Willingness to learn and grow

2 Appraisal of personal traits

3 Promptness and dependability

4 Cheerfulness and good humor

SELF-IMPROVEMENT AND PROGRESS ON THE JOB

5 High ideals and good character

6 Thoughtfulness and consideration

7 Self-confidence without conceit

8 Appropriate and mature behavior

9 Friendliness in meeting people

10 Enthusiastic and genuine interest

11 Clean and neat attire

12 Pleasant and optomistic attitude

13 Simple, correct, courteous speech

B Skill Development for Self-Improvement

1 Observe and copy master craftsmen

2 Practice coordinated movements

3 Develop perseverence in tasks

4 Develop additional skills

5 Gain experience - even without pay

C Acquiring Knowledge Related to the Job

1 Read text and reference books

2 Subscribe to trade journals

3 Attend clinics and forums

4 Join trade organizations

5 Take industry-sponsored courses

6 Study employer-employee relations

7 Learn requirements of other jobs

SELF-IMPROVEMENT AND PROGRESS ON THE JOB

D Progress in Related Trade Theory

1 Scope of work covered

2 Examination record

3 Daily work record

4 Progress charts

5 Application of theory to work practice

E Progress in Related General Information

1 Class participation

2 Completion of assignments

3 Examination record

4 Application of instruction to school and work

F Evaluation of Trainee on the Job

1 Attitude

2 Appearance

3 Initiative

4 Alertness

5 Performance

6 Improvement

7 Attendance

8 Judgment

9 Safety

10 Personal notations from employer

SELF-IMPROVEMENT AND PROGRESS ON THE JOB

G Measuring Progress in Attitudes

1 Improved attitude toward school

2 Willingness to accept constructive criticism

3 Maturity and degree of responsibility

4 Concern for others

5 Leadership

SELF-IMPROVEMENT AND PROGRESS ON THE JOB

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Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 9

WORK HABITS AND ATTITUDES

The school and the home play important roles in setting proper attitudes in both study and work habits. Good habits and attitudes are developed when the home respects education, takes an interest in the student's homework, provides the physical setup for quiet work, and praises (never ridicules) his endeavors.

Poor habits often are the result of family attitudes. School has much to offset when a youngster comes from a poor environment; nevertheless, the school can offer inspiration for good study and work habits. Study-oriented work habits are developed in the classroom, while manipulative work habits are developed in the shop or laboratory.

Attitudes underlie everything a young person will do throughout his entire lifetime. Even when a youngster has developed hand skills, he may not succeed in life because of attitudes. With the best attitude, the slowest youngster will develop all talents to his greatest potentialities. The importance of proper attitudes and their effect on work and study habits must be stressed.

All beginning workers should start demonstrating good work habits and attitudes at the very outset of their employment. They may not realize that they are being observed from the first day of work. No employer will tolerate messy, inaccurate work, even from a beginner. On the other hand, he will encourage and advance the person who demonstrates ability and conscientiousness "above and beyond the call of duty."

A. Work Habits

1. On the job
   - Accuracy and neatness
   - Respect for tools and care of equipment
   - Safety
   - Observance of shop rules
   - Completion of work on time
   - Maintenance of production speed

2. In school
   - Willingness to take instruction
   - Respect for discipline
   - Observance of class rules
   - Neatness and accuracy
   - Use of note-taking technique
   - Cooperation with other students
   - Use of research material

WORK HABITS AND ATTITUDES

3 At home
- Budgeting of homework time
- Initiative
- Maintaining alertness
- Notetaking
- Thoroughness
- Organization
- Concentration
- Making home environment conducive to study
- Reading assigned section before writing

B Work Attitudes

1 On the job
- Sense of responsibility to employer
- Concern for employer's welfare
- Helpfulness to employer and employees
- Willingness to do more than required
- Desire to please
- Cheerfulness in all tasks
- Desire for good workmanship

2 In school
- Friendliness and cheerfulness
- Desire to take notes
- Analysis of own strengths and weaknesses
- Self-confidence
- Finishing of work on time
- Planning and organizing
- Initiative
- Memory training

3 At home
- Developing reading habits
- Becoming enthusiastic
- Willing to grow or change
- Taking an interest in the future
- Developing drive and ambition
- Working hard at everything

WORK HABITS AND ATTITUDES

SUGGESTED REFERENCES:

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N.Y.S. Department of Education. *Vocational industrial cooperative programs, a handbook for teacher-coordinators.* Albany. The Department.

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WORK HABITS AND ATTITUDES

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_____*Study your way through school,* by C. d'A. Gerken. Chicago. SRA.

_____*What employers want,* by James C. Worthy. Chicago. SRA.

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Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 10

PERSONAL HYGIENE FOR THE JOB

Personal hygiene and the care and maintenance of one's physical condition are important factors in job success. Competition for good jobs and advancement is always keen. Employers say that good grooming and alertness are key factors for advancement.

The person who takes pride in his appearance and who is physically fit is pleasant to work with and has assurance for continual job success. Good health habits developed while young will help insure a long and productive life.

A Grooming

1 Care of hands and fingernails

2 Care of teeth

3 Proper haircut and shave

4 Frequent bathing

5 Neat and appropriate underwear, shoes, and clothes

B Eating Habits

1 Importance of a balanced diet and nutrition

2 Avoidance of meal-skipping

3 Work activities and calorie intake

4 Dietary diseases and nutritional deficiencies

C Living Habits

1 Hours of rest

2 Smoking

3 Use of alcohol

4 Recreation

5 Worthy use of leisure time

6 Moderation in all activities

PERSONAL HYGIENE FOR THE JOB

SUGGESTED REFERENCES:

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VISUAL AIDS:

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Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 11

WHY PEOPLE LOSE JOBS

The unproductive worker is a drain on the strength and vigor of our country. He brings discredit not only to himself, but to his family and the community.

Studies show that more workers lose their jobs due to poor character qualities than to lack of skill. Obviously, if many of our workers fail to possess the qualifications necessary for successful and productive employment, there is need for more effective instruction, guidance, and leadership in the development of more wholesome qualities.

Early training can help prevent young workers from committing thoughtless mistakes or acquiring attitudes that lead to job dismissal and dead-end employment.

A Personality Weaknesses

1 Avoids responsibility

2 Opinionated

3 Argumentative

4 Discourteous

5 Uncooperative

6 Lack of sense of humor

7 Over or under aggressive

8 Unable to get along with others

9 Sarcastic

10 Moody

B Appearance and Physical Condition

1 Inappropriate dress

2 Improper makeup and grooming for the job

3 Poor physical condition

4 Inattention to personal cleanliness

5 Frequent absence for minor ailments or without cause

WHY PEOPLE LOSE JOBS

C Work Habits

1 Disregards safety regulations

2 Is prone to accidents

3 Lacks interest in the job

4 Loafs unless closely supervised

5 Unable to apply intelligence to the job

6 Allows outside interests to encroach on the job

7 Lacks confidence and self-reliance

8 Not punctual

D Other Factors

1 Unrealistic wage demands

2 Misrepresentation

3 Disloyalty

4 Intoxication on the job

5 Leaving job without permission

6 Dishonesty

7 Lack of communication skill

WHY PEOPLE LOSE JOBS

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

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VISUAL AIDS:

OTHERS:

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Related General Information

Section III JOB PRACTICES AND HUMAN RELATIONS Lesson 12

ETHICS IN TERMINATING EMPLOYMENT

The person who leaves one job for another has certain responsibilities to his first employer. Employers, too, who wish to terminate the employment of a worker have rules of conduct to observe. The best precept to follow in these cases is the golden rule - to do to others as you would have them do to you.

A Employees Leaving for Another Job Should

1 Give ample notice

2 Cooperate with employer in training replacement

3 Leave place of work in good condition

4 Return company property

5 Remove personal belongings

B Rules for Employer Dismissing a Worker

1 Give reasons for dismissal

2 Give notice of dismissal

3 Suggest other fields of work

C Legal Reasons for Terminating Signed Contract

1 By employer
- Willful disobedience
- Disloyalty
- Incompetence
- Nonperformance
- Unreliability

2 By employee
- Conditions injurious to reputation
- Possibility of physical harm
- Assault

ETHICS IN TERMINATING EMPLOYMENT

SUGGESTED REFERENCES:

BOOKS:

N.Y.S. Department of Education. *Vocational industrial cooperative programs, a handbook for teacher-coordinators.* Albany. The Department.

PAMPHLETS:

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Missouri State Department of Education. *General related study guide.* Jefferson City. The Department.

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

PERSONNEL MANAGEMENT AND LABOR RELATIONS

Section IV

Lesson 1 ... PERSONNEL ORGANIZATION AND RELATIONSHIPS

2 ... LABOR UNIONS AND THE BEGINNING WORKER

3 ... LABOR-MANAGEMENT RELATIONS

4 ... BUSINESS AND INDUSTRIAL MANAGEMENT GROUPS

5 ... ARBITRATION, MEDIATION, COLLECTIVE BARGAINING

6 ... THE AMERICAN LABOR MOVEMENT

Section IV PERSONNEL MANAGEMENT AND LABOR RELATIONS Lesson 1

PERSONNEL ORGANIZATION AND RELATIONSHIPS

The proprietor of a small business has a variety of duties that require his attention. He is his own accountant, payroll clerk, production supervisor, personnel manager, and chief of sales and promotion. If the business expands, he may delegate some of these responsibilities to specialists. In large commercial and industrial establishments, however, the great scope and diversity of activities require the organization of departments into a number of fields of specialization. In each of these departments there is a varied group of positions with wide difference in level of responsibility and scope of duties. The worker should understand the importance of his specific job and its relation to the total organization.

A Production

1 Manager

2 Foremen

3 Skilled workers

4 Semiskilled and unskilled workers

B Finance

1 Accounting

2 Payrolling

3 Banking and investing

C Merchandising

1 Sales

2 Advertising

3 Shipping and receiving

D Purchasing

1 Buying

2 Contracting

3 Inspecting

4 Testing

5 Inventory control

PERSONNEL ORGANIZATION AND RELATIONSHIPS

E Personnel

1. Recruitment
2. Wage and salary negotiations
3. Job orientation
4. Credit unions and fringe benefits
5. Social and cultural activities
6. Inplant training
7. Time and motion study

F Engineering

1. Planning
2. Experimentation and testing
3. Production

G Plant Maintenance

1. Protection and security
2. Buildings and grounds
3. Safety

PERSONNEL ORGANIZATION AND RELATIONSHIPS

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

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_____*Human relations.* Waterford, Conn.

_____*Incentive systems.* Waterford, Conn.

_____*Job evaluation.* Waterford, Conn.

_____*Labor relations.* Waterford, Conn.

_____*Organization.* Waterford, Conn.

_____*Performance rating.* Waterford, Conn.

_____*Planning.* Waterford, Conn.

_____*Production control.* Waterford, Conn.

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_____*Safety.* Waterford, Conn.

_____*The Supervisor's job.* Waterford, Conn.

VISUAL AIDS:

OTHERS:

Section IV PERSONNEL MANAGEMENT AND LABOR RELATIONS Lesson 2

LABOR UNIONS AND THE BEGINNING WORKER

A person may draw conclusions concerning organized labor and its role in our society that are based on what he sees in newspaper headlines or that reflect possibly uninformed or biased views of associates. Only through knowledge and understanding of unions and their aims will he be able to make intelligent decisions regarding his own membership and participation in union affairs.

The cornerstone of labor union structure has for many years been the slogan, "in union there is strength." Unions have been organized mainly to provide collective bargaining power for individual employees who had heretofore stood alone in negotiations with an employer. Whenever a situation exists wherein a union serves the self-interests of a few, it is likely that the rank and file members failed to exercise their rights and responsibilities. A union is no better or worse than its members make it. Needless to say, unions found it necessary to make policies within their own groups to reduce abuses and to insure fair practices for their members. The trainee should know why these union policies developed and how they affect him.

A Aims of Unions

1 Collective bargaining power

2 Economic security for workers

3 High and steady wage rates

4 Regular hours of work with extra pay for overtime

5 Health and welfare benefits

6 Pension programs

7 Protection against job-connected accidents and diseases

8 Psychological security for workers

9 Fellowship and comradeship

B Labor Union Policies Affecting Trainees

1 Work permits

2 Ratio of apprentices to journeymen

3 Exclusion of part-time workers

4 Minimum age limits

5 Apprentice rate

LABOR UNIONS AND THE BEGINNING WORKER

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OTHERS:

Speaker: A local labor representative to speak on the topic *Labor Organizations.*

Section IV PERSONNEL MANAGEMENT AND LABOR RELATIONS Lesson 3

LABOR - MANAGEMENT RELATIONS

Industrial or employment relations include all the relationships that grow out of employment. They include inplant, on-the-job relationships and relationships in obtaining or changing jobs. They also include off-the-job areas of labor allocation or labor marketing. The term labor-management has come to refer to in-employment relations among employers and organized groups of employees.

In the United States, public policy has generally tended to encourage increasing freedom of action for employees and their unions while greater security has been provided through social legislation. However, in large-scale industry, the relationships of employers and employees have often become increasingly distant and impersonal. Both employers and employees have reflected this development in their attitudes toward employment relationships.

A Characteristics of the Capitalistic System

1 The individual may save money or capital

2 Savings may be invested in the hope of making a profit

3 The individual may develop his own business

4 Individuals are free to move from employer to employer

B Areas of Labor-Management Cooperation

1 Production of enough goods that can be sold at an adequate price

2 Protection of the health and safety or workers

3 Adequate training of apprentices

4 Recreation

5 Support of community projects

C Areas of Labor-Management Conflict

1 Wage rates

Difference in opinion of value of services performed

Need for an adequate wage to provide for an ever improving standard of living

2 Hours of work

Disagreement over general trend toward shorter hours, number of legal holidays, paid vacations, down-time pay, rest pauses, and coffee breaks

3 Job security and seniority privileges

Ways in which "length of service" is calculated

Reasons for maintaining or losing seniority

Exemptions for trainees or "exceptional" employees

Super-seniority for certain individuals or groups

Seniority of supervisors

Practice of "bumping"

4 Size of labor market

Local, regional, or national mobility of workers

Union control of labor market size may complicate employers problems in hiring

5 Fringe benefits

Pay for time not worked - holidays, vacations, lunch periods, sick leave, and excused-time absences

Added employee security through life insurance, accident insurance, hospitalization, medical and surgical benefits, and pension plans

6 Bargaining power of labor

Continually expanding range of employment conditions accepted as areas for collective bargaining. Lack of clear-out limits on the scope of compulsory bargaining

7 Involvement of labor in formulating company policy

Ideas for changes in labor policy come from a variety of sources

Expressions of employee dissatisfaction may be gained from reports of supervisors, attitude surveys, and publications

LABOR-MANAGEMENT RELATIONS

D Terms in Labor-Management Relations

1 Arbitration - Final step in solving a grievance after other methods have failed. The dispute is usually settled by a neutral individual or a panel which both parties accept.

2 Check off - Union dues and sometimes initiation fees and assessments are deducted from paychecks by the employer and submitted to the union.

3 Closed shop - Union members only may be employed and management agrees to seek all employees for the bargaining unit from the union.

4 Collective bargaining - Conditions of employment are determined by agreement between representatives of a group of employees, on the one hand, and one or more employers, on the other.

5 Company union - Association of employees, generally formed at the instigation of and with the guidance and assistance of the employer, which "represent" employees in their dealings with the company.

6 Craft union - Membership is limited to workers in a particular craft or trade.

7 Fringe benefit - A term originating during World War II when wages were controlled. The unions sought to bring about certain benefits that were regarded as non-inflationary and permissable, such as paid holidays, paid insurances, and similar benefits.

8 Industrial union - An association of several "craft" unions into a larger group or federation that is industry-wide in scope.

9 Injunction - A court order prohibiting certain activities during labor disputes between management and labor.

10 Mediation - An agreement between labor and management to have a third party serve as a "go-between" in their labor dispute. The third party may advance or propose a solution for acceptance.

11 National Labor Relations Board - The chief administrative agency created under the National Industrial Recovery Act of 1933

12 Picket - A union representative used to inform the public that a labor dispute is in progress and to enlist popular support for the union

13 Scab - A nonunion member working in the place of a union worker in a trade

14 Secondary boycott - The act of inducing or coercing a third party, not directly concerned in the dispute, from patronizing the offending party

15 Union contract - The detailed statements of mutually acceptable procedures to be followed by unions and management

16 Shop steward - The union representative on the job

17 Walkout - A strike which involves a stoppage of work to force management to meet union demands

18 Wildcat strike - A strike undertaken without proper authorization from union officials

E Functions of Government in Labor-Management Relations

1 Mediation - The federal mediation and conciliation service helps in settling disputes arising out of interpretation of collective agreements.

2 Arbitration - The process in which government forces a decision in the interest of public well being. Both parties submit their differences to a neutral arbitrator and accept his decision as final and binding.

3 Injunctions - Federal courts may issue injunctions in labor disputes only if certain conditions prevail which require government intervention.

4 National Labor Relations Board:
Determination of appropriate bargaining units
Certification of unions as bargaining agents
Prevention of unfair labor practices

LABOR MANAGEMENT RELATIONS

SUGGESTED REFERENCES:

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LABOR-MANAGEMENT RELATIONS

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OTHERS:

Section IV PERSONNEL MANAGEMENT AND LABOR RELATIONS Lesson 4

BUSINESS AND INDUSTRIAL MANAGEMENT GROUPS

Local and national business and industrial management groups have a profound influence on employment policies and actions. These groups often thought of as pressure groups, have a common interest and help check adverse tendencies in economic and governmental activity. Professional societies provide a vehicle for the exchange of information and ideas. The intelligent worker should know of these groups, how they function, and what aids and services may be obtained from them.

A Typical Business and Management Groups

1 National Association of Manufacturers

2 Chamber of Commerce

3 Professional societies

4 Specialty manufacturing associations

5 Dealers associations
- Automobile dealers
- Lumber dealers

B Functions of Business and Management Groups

1 Political influence

2 Standards of operation

3 Education
- Of members
- Of public
- Through scholarships and grants

4 Advertising and public relations

C Significance to Student-Learners

1 Local policies and practices affecting employment

2 Guest speakers

3 Career days

4 Scholarships

5 Factory training program

BUSINESS AND INDUSTRIAL MANAGEMENT GROUPS

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PAMPHLETS:

VISUAL AIDS:

OTHERS:

Section IV PERSONNEL MANAGEMENT AND LABOR RELATIONS Lesson 5

ARBITRATION, MEDIATION, COLLECTIVE BARGAINING

Organized labor unions have developed rapidly during the past few decades in the United States. They grew out of the situation where a single employee was helpless in dealing with an employer and where recognized spokesmen are essential to give laborers an opportunity to deal on an equal basis with their employer. After this equality was established, between the employer and the employee, disputes and issues were settled by collective bargaining, mediation, and arbitration.

Collective bargaining is a negotiation between organized workers and their employers for reaching an agreement on wages, hours, and working conditions. Mediation is a form of collective bargaining in which a third party enters the negotiations and acts as a conciliator for labor and management. The mediator offers proposals, suggests compromises, and encourages settlements, but cannot compel acceptance of any proposal to secure settlement. Arbitration is the process through which both parties agree to submit their case to an impartial umpire, who will make a decision that, both parties agree in advance, will be binding.

Most grievances are settled in the early stages of collective bargaining between the local union and the employer. When disputes are not readily resolved in this way, mediation and then arbitration may be used. Other measures such as slowdowns and strikes may be used to force a settlement.

A Labor Laws Promoting Collective Bargaining

1 The Wagner Act of 1935
- Required employers to "bargain in good faith"
- Penalized for discrimination and intimidation of union members by the employer
- Provided for a National Labor Relations Board

2 Taft-Hartley Act of 1947
- Amended the Wagner Act of 1935
- Provided a 60 day collective bargaining period free from strikes or lockouts
- Created a Federal Mediation and Conciliation Service
- Outlawed the closed shop
- Prohibited jurisdictional strikes and boycotts
- Allowed government intervention in strikes affecting national security after 80 days
- Provided for fact-finding and investigative boards

ARBITRATION, MEDIATION, COLLECTIVE BARGAINING

B Labor-Management Relations

1 Areas of agreement
- Level of production
- Protecting health and safety of workers
- Training of personnel
- Community improvement

2 Areas of conflict
- Wages
- Hours and length of work day
- Policy making decisions

3 Direct negotiations
- Present proposals
- Contract demands
- Counter proposals
- Compromising

C Mediation

1 Mediators
- Impartial third party
- Semiofficial conciliators
- Professional mediators

2 Mediation process
- Further discussions
- Suggested compromises
- Other proposals

3 Reaching agreement
- Separate meetings with each party
- Joint party meetings
- Conciliatory proposals
- Compromise contract

D Arbitration

1 Submission agreement - mutual consent by both parties

2 Arbitrators
- Impartial umpire
- Arbitration boards
- Qualifications and selection

3 Standards of arbitration
- Judicial approach
- Nonjudicial approach
- Compulsory arbitration
- Fact-finding boards

ARBITRATION, MEDIATION, COLLECTIVE BARGAINING

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OTHERS:

Section IV PERSONNEL MANAGEMENT AND LABOR RELATIONS Lesson 6

THE AMERICAN LABOR MOVEMENT

The labor movement in the United States was slow to gain momentum due to the challenge of the early frontiers which promoted and developed individualistic thoughts and actions. Today, labor unions are strongly established and are a vital factor in the economy and social life of our country. Sooner or later, every person is confronted with labor problems pertaining to his daily work or as a consumer of goods. Therefore, he should be familiar with the background, growth, and present status of the labor movement.

A Background of the Labor Movement

1 Early organizations - laissez-faire individualism

2 Growth after the Civil War

3 Worker problems as factor in labor movement

4 Development of national unions

5 Employer opposition to unions

6 Government interest in labor problems

7 The depression and unions

8 Post-World War II growth

9 Post-Korean War growth

10 Present Vietnam situation

B Pertinent Labor Legislation

1 Clayton Antitrust Act - 1914 - some labor relief from injunctions and antitrust suits

2 The Adamson Act - 1916 - inauguration of 8 hour day for railroad workers

3 Norris-LaGuardia Act - 1932 - Judicial governmental control of unions reduced

4 National Labor Relations Act (Wagner Act) - 1935 - guarantee of workers' right to organize and bargain

5 The Taft-Hartley Act - 1947 - regulation of union and employer activities. Emergency strike settlement provision.

THE AMERICAN LABOR MOVEMENT

6 The Landrum-Griffin Act - 1959 - Amended labor management relations act (Taft-Hartley)

C Union Status, Structures, and Functions

1 Present position of unions

2 Functions of organized labor
- Social
- Political
- Economic
- Personal

3 Abuses within unions
- Jurisdictional job disputes
- Racketeering
- Undemocratic practices
- Power politics

4 Structure of National Unions

5 Local Craft Unions

6 Affiliated and nonaffiliated unions

7 Local and State councils or federations

8 Union structures
- A. F. of L.
- C. I. O.
- Consolidation
- Independent

THE AMERICAN LABOR MOVEMENT

SUGGESTED REFERENCES:

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OTHERS:

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

REGULATORY AGENCIES AND LEGISLATION

Section V

Lesson 1 ... FEDERAL AND STATE EMPLOYMENT LIMITATIONS

2 ... SOCIAL SECURITY AND MEDICARE

3 ... STATE AND FEDERAL UNEMPLOYMENT INSURANCE

4 ... LIABILITY INSURANCE, WORKMEN'S COMPENSATION AND DISABILITY INSURANCE

5 ... GOVERNMENT CONTROLS AND REGULATIONS AFFECTING EMPLOYMENT

6 ... APPRENTICE TRAINING PROGRAM

7 ... OTHER GOVERNMENTAL AND PRIVATE TRAINING PROGRAMS

Section V REGULATORY AGENCIES AND LEGISLATION Lesson 1

FEDERAL AND STATE EMPLOYMENT LIMITATIONS

The Fair Labor Standards Act of 1938 and certain portions of the Walsh-Healey Public Contracts Act were enacted by the federal government to prohibit the use of child labor which would be detrimental to their health, efficiency, and well-being, and to prevent unfair competition based on such child labor. The first act sets minimum ages for the employment of minors in interstate or foreign commerce or in establishments producing goods or services to be used across state lines.

It is important for young workers to have a working knowledge of these acts because their employment is directly affected. They must realize what their responsibilities are and how to operate within the law. This knowledge will serve new workers, protect them from abuse, and assist them to be intelligent and realistic in their job-hunting.

All young people who work in New York State are subject to the State Laws governing their employment. Federal restrictions apply only to minors in occupations engaged in interstate or foreign commerce or when the work involves government contracts of over $10,000. State regulations governing employment are contained in the Education Law, Labor Law, and Industrial Code Rules. In cases of overlapping Federal and State restrictions, the more stringent limitation must be observed.

Young people may not be employed at certain occupations and in specific industries involving the use of dangerous machines and procedures. The occupations prohibited depend on the age and sex of the minor involved. Young workers should be aware of the laws and the underlying purposes behind these laws because they affect their employment.

Do not be confused between Federal and State regulations. You are governed by New York State laws at all times, however, if a student is employed in interstate commerce trade, Federal law will supersede State law if it is more strict.

A Federal Employment Limitations

1 Minimum ages

Age 14 for certain outside school-hour and vacation employment

Age 16 for all employment during school hours

Age 16 for boys and 18 for girls working on government contracts in excess of $10,000

Age 18 for occupations declared hazardous

FEDERAL AND STATE EMPLOYMENT LIMITATIONS

2 Maximum Hours

Children 14 and 15

Children 16

Children 17

Exemptions

3 Jobs Exempted from These Acts

Delivering newspapers to consumer

Acting or performing in movies, radio, or TV

Agricultural work outside of school hours

Work for parents other than manufacturing, mining, or jobs subject to the hazardous orders

4 Specific Prohibited Occupations

Manufacturing or storing explosives or articles containing explosive components

Motor vehicle driver and helper

Coal mine occupations

Logging, sawmill, lathmill, shingle mill occupations

Operation of power driven woodworking machines

Exposure to radioactive substances and ionizing radiations

Operation of elevators and other power-driven hoisting apparatus

Operation of power-driven metal forming, punching, and shearing machines

Mining, other than coal

Slaughtering and meat packing establishments and rendering plants

Operation of certain power-driven bakery machines

Operation of certain power-driven paper products machines

Manufacture of brick, tile, and kindred products

FEDERAL AND STATE EMPLOYMENT LIMITATIONS

Operation of circular saws, band saws, and guillotine shears

Wrecking, demolition, and shipbreaking operations

Roofing operations

Excavation operations

5 Exemptions for Student-Learners

Order number 5-power driven woodworking machines

Order number 8-power driven metal forming, punching and shearing

Order number 12-power driven paper products machines

Order number 14-operation of circular saws, band saws, and guillotine shears

Order number 16-roofing operations

Order number 17-excavation operations

Order number 10-meat-cutting and packing operations

B State Employment Limitations

1 Restrictions to Females of Any Age

Core making in a foundry

Mine or quarry work

Work in a factory or mercantile establishment within four weeks after childbirth

2 Restrictions to Males and Females under 21

Hoisting engineer or locomotive driver in a tunnel

Supervisor of dry dyeing and deterging rooms

Hoisting engineer in mines in charge of hoists on which persons are permitted to ride

Construction worker as operator of cranes unless in an approved apprenticeship program under direct supervision of a trained crane operator

FEDERAL AND STATE EMPLOYMENT LIMITATIONS

3 Restrictions to Females under 21

Conductor or guard on any street surface, electric, subway, or elevated railroad

Messenger for a telegraph or messenger company in distributing goods or messages

Cleaner of machinery in motion

4 Restrictions to Males and Females under 18

Operation of any machine which requires guards unless equipped at the point of operation with the guard specified for it in the Industrial Code Rules

Use of any emery, tripoli, rouge, corundum, stone, silicon carbide, or any abrasive or emery polishing or buffing wheel where articles of the baser metals or irridium are used

Operation of motor vehicles

Operation of explosive powered tools

Underground tunneling operations

Manufacturing, packing, or storing of explosives

Operation of a freight or passenger elevator, except push-button

Cleaning of windows

Seller, dispenser, or handler of alcoholic beverages including beer on premises used for the retail sale of such beverages

Entertainers on any premise used for the retail sale of alcoholic beverages

Guardian of prisoners or inmates in penal or correctional institutions under the jurisdiction of the Department of Mental Hygiene. (Student nurses over 17 may work in Department of Mental Hygiene Medical and Surgical Wards when receiving supervised training)

5 Restrictions to Females under 18

Peddler of newspapers on streets or in public places

Bootblack on street or in public places

FEDERAL EMPLOYMENT LIMITATIONS

SUGGESTED REFERENCES:

BOOKS:

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PAMPHLETS:

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_____*How the New York State labor law protects you.* Albany. The Department.

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_____*Hand guide to the Walsh-Healey public contracts act.* The Department.

_____*Hazardous occupation orders #1-17.* The Department.

_____*A message to young workers about the fair labor standards act.* The Department.

_____*Questions and answers about the Walsh-Healy act.* The Department.

Utica Mutual Insurance Company. *Employment of minors in New York State.* The Company.

VICA Publications.

VISUAL AIDS:

OTHERS:

Talk by Local representative of the New York State Department of Labor.

Section V REGULATORY AGENCIES AND LEGISLATION Lesson 2

SOCIAL SECURITY AND MEDICARE

In our highly industrialized society, periods of fluctuating employment produce economic insecurity. Injury, sickness, and old age also bring about financial insecurity.

The worker should know that, through Federal and State supervision and administration, contributions from employers and employees provide partial financial protection to the worker who has become old, disabled, injured,or unemployed.

The 1965 social security amendments established a broad program of health insurance, known popularly as "medicare," for people 65 or older. This program is important for young people too, for they will have this protection in later years. Students should be aware of this also as a possible aid to members of their own families.

A Situation prior to 1935

1 Retirement was practically impossible in most lines of employment

2 Workers had to depend on own savings or help from friends and relatives in old age

3 Many were dependent on the public (charity)

B Provisions of the Social Security Act (approved August 14, 1935, and since amended)

1 Cash benefits to worker and his family after age 62

2 Cash benefits to workers family after death

3 Monthly benefits to worker at age 62 and retirement

4 Monthly payments to survivors on death of worker

C Eligibility for Benefits

1 Typical jobs covered by the law

2 Some jobs not covered by the law

3 Conditions in qualifying (husband, wife, survivors, disabled, retired, etc.)
File claim at nearest office by retired worker or members of family
Worker may retire after age 62 and collect benefits later
Disqualifications of workers

SOCIAL SECURITY AND MEDICARE

D Administrative Agencies

1 All states (with Federal cooperation and assistance)

2 Social Security Board

3 United States Public Health Service

4 Children's Bureau

5 United States Department of Labor

E Social Security Card

1 Account card

2 Account number assigned for life and given to each new employer

3 Account card when lost should be immediately replaced

F Medicare

1 Medical aid

2 Hospitalization

SOCIAL SECURITY AND MEDICARE

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

Federal Security Agency. *Your new social security*

Local Social Security Office. *Training kit.*

N.Y.S. Department of Labor. *Handbook for employers.* Albany. The Department.

VISUAL AIDS:

Contact your local Social Security Office.

OTHERS:

Talk by representative of Social Security Office

Section V. REGULATORY AGENCIES AND LEGISLATION Lesson 3

STATE AND FEDERAL UNEMPLOYMENT INSURANCE

Unemployment - and the fear of it - is chronic in modern industrial society. Until the great depression of the 1930's, attempts to combat unemployment problems were left to private agencies and resources. In 1935, with the passage of the Social Security Act, the Federal Government authorized a plan for unemployment insurance to be conducted by the states.

No state was forced to comply with the plan, but all now do. The Federal Government pays the administrative costs of operating each state's program. Funds for unemployed workers come from collections taken within the state.

A Provisions of the Social Security Act of 1935

1 Old age and survivors insurance

2 Unemployment compensation

3 Public assistance programs to aged, the blind, and dependent children

4 Health and welfare services

B Federal requirements for State unemployment compensation plans

1 Compensation paid through public employment offices

2 All monies paid into the State unemployment fund turned over to the United States Treasury for deposit

3 Benefits not denied an individual who refuses a job available directly due to a strike or trade dispute

C State unemployment insurance provisions

1 The job identified as covered by State law

2 A minimum period of employment prior to eligibility

3 A person must be able to work - not ill or incapacitated

4 Registration for work and filing a claim for benefits are done at a State unemployment office

5 Willingness to take a suitable job

STATE AND FEDERAL UNEMPLOYMENT INSURANCE

SUGGESTED REFERENCES:

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OTHERS:

National Industrial Conference Board. *Road maps of industry.* (Charts with information about business economics, business practices, and personnel administration.) New York. Twice monthly.

Section V REGULATORY AGENCIES AND LEGISLATION Lesson 4

LIABILITY INSURANCE, WORKMEN'S COMPENSATION, AND DISABILITY INSURANCE

Before the enactment of workmen's compensation laws, industrial employees were afforded no protection from economic loss occasioned by injuries suffered during the course of their employment. The only avenue of relief open to an injured workman was legal action in suit for damages against his employer. In the absence of statutes, the courts applied the common law doctrine which favored the employer.

The first Federal Workmen's Compensation Law, endorsed by Theodore Roosevelt, was passed in 1908. The New York State legislature enacted initial workmen's compensation laws in 1910. Today in New York State, employers are liable for the compensation of workers injured on the job and, in most cases, it is compulsory that they carry compensation insurances.

One should not construe that disability payments made to injured workers represent everything needed for complete financial protection from sickness or injury. Mandated workmen's compensation provisions help blunt the edge of want and need of the family of a worker injured on the job, but they have limits. Many additional safeguards are available, secured and paid for either individually or through group, industrial, and labor union plans.

A Common Law Doctrines Protecting Employers from Legal Action

1 Fellow-servant rule - employee injured by carelessness of another worker had no claim against employer

2 Assumption of risk - an employee voluntarily assumed all risk of accident on the job and could not complain if injured

3 Contributory negligence - an employee could not recover damages from the employer if the employee was guilty of any negligence

B Purpose of Compensation Laws

1 To furnish certain, prompt, and reasonable compensation to the victims of work accidents and to their dependents

2 To free the courts from the delay, cost, and criticism incident to the great mass of personal injury litigation

3 To relieve public and private charity of responsibility for victims of industrial accidents

4 To eliminate economic waste in the payment of lawyers and court expenses

5 To supplant the concealment of fault in accidents by a spirit of open study of causes, resulting in improved employer-employee relationships

LIABILITY INSURANCE, WORKMEN'S COMPENSATION, AND DISABILITY INSURANCE

C Procedure in Claiming Compensation

1 Report an accident within 30 days and a disability within 90 days

2 Prepare a claim for compensation

3 Waiting period of one or two weeks

4 Hearing in case of contested claim

D Benefits of Workmen's Compensation

1 Weekly compensation for a specified number of weeks while workman is incapacitated

2 Hospital and medical expenses covered

3 Percentage of wages paid to worker's family in the event of death

E Employer Responsibility

1 Cost is assumed by employer as a part of his production expenses

2 Liability is based on the principle that an employer is responsible for the physical disability of his employees because of working conditions or the work assigned

3 Double compensation for minors must be paid if injured while illegally employed

F Disability Benefits

1 Workers covered under 1965 Social Security Amendments

2 Workers not covered
Student trainees
Agricultural workers
Caddies
Employees of nonprofit organizations

3 Amount of benefits

4 Exclusion of medical care

LIABILITY INSURANCE, WORKMEN'S COMPENSATION, AND DISABILITY INSURANCE

G Shortcomings of Present Law

1 Collection is difficult in some states

2 Arbitrary sum allowed for each type of accident is sometimes inadequate

3 Benefits do not correspond to the "cost of living"

4 Compensation does not start from the day of injury

5 Compulsory in only eighteen states

LIABILITY INSURANCE, WORKMEN'S COMPENSATION, AND DISABILITY INSURANCE

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Section V REGULATORY AGENCIES AND LEGISLATION Lesson 5

GOVERNMENT CONTROLS AND REGULATIONS AFFECTING EMPLOYMENT

At an earlier period in our history the employment of a person was a simple act of agreement between two parties. There were few restrictions regarding age, rate of pay, hours of work, necessary records, or working conditions. Today, many laws and agencies control and regulate employment, mainly to protect the individual from exploitation or injury.

Among the federal agencies that have to do with employment are several that focus attention on the activities of labor. Ever since the government assumed responsibility for protecting the rights of working people, it has also had to consider systems of checks and balances to protect the general public from monopoly by either big business or big labor.

A Federal Agencies and Activities

1 Bureau of Labor Statistics - does fact-finding and research on industrial employment, labor productivity, technological developments, labor turn-over, employment outlook for occupations and industries, hourly and weekly earnings, wage rates, union status and union agreement provisions, collective bargaining, work stoppages, accidents, hours of work, commodity prices, labor conditions in other countries.

2 Bureau of Labor - develops and promotes standards in industrial safety, labor legislation, administrative practices, provides advisory services to states and organizations, administers some provisions of labor laws

3 Women's Bureau - studies, reports on, and promotes all matters affecting women workers (statistics, standards, legislation)

4 National Labor Relations Board - administers the Labor Management Relations Act of 1947 (Taft-Hartley Act) regulating employment in industries involved in interstate commerce, labor conditions threatening a national emergency

5 Federal Mediation and Conciliation Service - assists labor and management in peaceful settlement of disputes

6 National Mediation Board - administers certain provisions of the Railway Labor Act which deal with labor relations of railroads and airlines

7 U.S. Department of Justice - prosecutes violaters of the Anti-Strikebreaker Law, Anti-Racketeering Law, and Unlawful Practices in Radio Broadcasting Law

GOVERNMENT CONTROLS AND REGULATIONS AFFECTING EMPLOYMENT

8 Wage and Hour Division, U.S Department of Labor - enforces the Fair Labor Standards Act of 1938 (Wage and Hour Law)

9 Public Contracts Division - U.S. Department of Labor - enforces Walsh-Healy Public Contracts Act which deals with wages, hours, and child labor in industries working on government contracts

10 Social Security Administration - administers the Social Security Act which provides old age and survivor's insurance

11 U.S. Employment Service - promotes and develops a national system of employment offices, furnishes information on unemployment opportunities, farm placement services, labor market information, and occupation information

12 Bureau of Apprenticeship - provides services to management and labor for training skilled labor

13 Vocational Division, U.S. Office of Education - administers the National Vocational Education Act which provide for promotion of Vocational education in high schools, part-time,and evening school classes

14 Office of Vocational Rehabilitation, Federal Security Agency - provides services for preparing disabled people for employment

15 Bureau of Veterans Reemployment Rights - assists veterans in exercising reemployment rights granted by law

B New York State Agencies and Activities

1 Department of Civil Service - acts as the central personnel agency of the State of New York

2 Department of Commerce - assists in developing and expanding business employment

3 Department of Education - administers the education laws and supervises their application

4 Division of Safety - coordinates all agencies concerned with prevention of accidents

5 Department of Health - administers and enforces Public Health Law and State Sanitary Code

6 Department of Labor - administers the labor laws dealing with apprenticeship training, child labor, industrial relations, fact-finding boards, mediation and arbitration, labor unions, veterans training, unemployment service, wages, women in industry, Workmen's Compensation

GOVERNMENT CONTROLS AND REGULATIONS AFFECTING EMPLOYMENT

7 Department of Law - has charge and control of all State legal affairs, including enforcement of General Business law, and assitance to injured workmen in collecting compensation awards

8 Department of Social Welfare - administers Social Welfare Law which includes rehabilitation of the blind, and unemployment relief

9 Department of Taxation and Finance - administers the issuance of all unemployment insurance benefit checks

10 New York State Employment Service - provides job placement, vocational counseling, aptitude testing, administers unemployment insurance payments, and conducts surveys of local labor need

C Protecting Organized Labor

1 Clayton Anti-Trust Act, 1941 - protection from injunctions

2 Norris-LaGuardia Act, 1932 - limited judicial governmental control

3 Wagner Act, 1935 - right to bargain and to organize

D Regulatory Provisions of the Taft-Hartley Act of 1947

1 Limits closed shop privileges of unions

2 Requires cooling-off period prior to a strike

3 Establishes machinery for federal mediation and arbitration

4 Permits court injunctions against strikes contrary to national interests

E Additional Federal Regulations

1 Communists cannot hold union office

2 Persons with criminal records excluded from union office

3 Secondary boycott outlawed

4 Federal government may oversee union activities

5 Fair employment practices act

6 Landrum-Griffin Act

GOVERNMENT CONTROLS AND REGULATIONS AFFECTING EMPLOYMENT

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Section V REGULATORY AGENCIES AND LEGISLATION Lesson 6

APPRENTICE TRAINING PROGRAM

The hiring out of beginning workers as apprentices to skilled tradesmen, who agree to teach those skills inherent to their vocations, is not a new concept in the vocational field. Although the apprenticeship system dates back hundreds of years, it has not become outmoded. Many skilled workers have acquired their journeyman competence through apprentice training programs which today are being sponsored by both unions and large industries. A well organized apprenticeship plan provides a means of regulating the supply of skilled labor to satisfy but not to exceed industry's demand for it.

A General Background Information

1 Definition of apprentice training

2 Historical background
Early trade guilds
Industrial expansion and apprentice training

3 Present status of apprenticeship

4 Necessary qualifications to enter training program

5 Typical apprenticeship programs

6 Advantages of the program

B Organizational Controls of Apprentice Training

1 Federal Bureau of Apprenticeship - Department of Labor
Advisory capacity

2 New York State Apprenticeship Council
Enforcement of apprentice laws
Supervision of training program

3 New York State Education Department
Supervision of related material

4 Joint Apprenticeship Council
Employee-employer group
Head of local program

C Required Standards for the Training Program

1 Approved list of work processes to be taught by employer

2 Approved related instruction (144 hours for each 2000 hours or one year of employment)

APPRENTICE TRAINING PROGRAM

3 State registration of program and agreements

4 Probationary period for apprentice

5 Approved supervision and record maintenance

6 Established term of apprenticeship

7 Authenticated certificate on completion of training

8 Schedule of periodic wage increases

9 An occupation requiring 4000 or more hours to learn

D Apprenticeship Agreement

1 Covers conditions of employment

2 Signed by employer and apprentice, or his parent or guardian

3 Negotiated by
Employer and union
Employer and local joint apprentice council
Joint apprentice council and union

E Procedure for Setting up an Apprenticeship Program

1 Agreement between employer and union

2 State Education Department advised

3 Training facilities surveyed

4 Joint apprenticeship committee formed

5 Standards drafted by joint committee

6 Standards reviewed by apprenticeship council

7 Program approved and registered by council

8 Apprentice agreement signed

9 State Education Department arranges for related instruction

APPRENTICE TRAINING PROGRAM

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Section V REGULATORY AGENCIES AND LEGISLATION Lesson 7

OTHER GOVERNMENTAL AND PRIVATE TRAINING PROGRAMS

Modern industry is characterized by change. As new products and processes are introduced, machines, tools, skills,and techniques must keep pace. When equipment or machinery becomes obsolete, it is sold for scrap. Human resources cannot be treated so lightly. Workers whose skills have become outmoded should not be relegated to casual labor or chronic unemployment. Retraining and upgrading programs, sponsored by both industry and public agencies, are necessary to maintain a high rate of employment and a productive work force.

A Sponsors of Retraining and Upgrading Programs

1 Industrial management

2 Vocational schools

3 Federal agencies

4 State agencies

B Types of Retraining Programs

1 After-work sessions in industry

2 Inservice training during working hours

3 Intensified short courses at training centers

4 Industry-sponsored courses in other schools

5 Government-sponsored training programs

C Upgrading Programs

1 Foremanship training courses

2 Short-term work shops

3 Scholarships and grants

D Incentives to Trainees

1 Payment of wage while training

2 Pay raise at completion of course

3 Tuition payment in full or part

4 Promotion to higher positions

5 Increased job security

OTHER GOVERNMENTAL AND PRIVATE TRAINING PROGRAMS

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VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

BUSINESS AND INDUSTRY

Section VI

Lesson 1 ... MANPOWER AND TECHNOLOGICAL CHANGES

2 ... GROWTH OF AMERICAN INDUSTRY

3 ... INDUSTRY-COMMUNITY RELATIONS

4 ... STRUCTURE OF MODERN INDUSTRY

5 ... PRODUCT STANDARDIZATION

6 ... FACILITIES PLANNING, PRODUCTION TECHNIOUES, AND QUALITY CONTROL

7 ... PRODUCT SALES AND DISTRIBUTION SYSTEMS

8 ... ESTABLISHING AND OPERATING A BUSINESS

9 ... PHILOSOPHY OF FREE ENTERPRISES SYSTEM

Section VI BUSINESS AND INDUSTRY Lesson 1

MANPOWER AND TECHNOLOGICAL CHANGE

The changing patterns of our industrial manpower and technology are perhaps the most important and far-reaching factors to influence the lives of workers. It is imperative that our young workers are informed of these trends so that they may better plan their future. With an understanding of the changes taking place around them, young people will be able to recognize new opportunities, prepare for new fields, and develop a feeling of security.

A Manpower Trends

1 Larger numbers of young workers

2 Smaller proportion of workers between 30 and 40

3 Larger number of older workers

4 More women will switch from housework to jobs

5 Frequency of occupational change

6 Levels of education attained

7 Shortage of skilled labor

8 Employment records of trade and technical graduates

B Changing Patterns of Industry

1 Military demands

2 Influence of unions

3 Industrial decentralization and relocation

4 Growth of government control, aid, and influence

5 Growth of service occupations

6 Growth of occupational skilled labor

C Technological and Scientific Advancements

1 Automation

2 New processes

MANPOWER AND TECHNOLOGICAL CHANGE

3 New sources of power and materials

4 New products

D Social Trends

1 Decline of family ties

2 Larger number of employed women

3 Increased mobility

4 Rise in standard of living

MANPOWER AND TECHNOLOGICAL CHANGE

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Related General Information

Section VI BUSINESS AND INDUSTRY Lesson 2

GROWTH OF AMERICAN INDUSTRY

Industrial America as we know it today is a far cry from the land of poor and humble artisan shacks which housed a master craftsman and one or more apprentices. Since necessity is the mother of invention, many important events have forced the growth of industry. Our industrial giant is still expanding and changing its complexion. Therefore, a look into the past will not only acquaint us with the events that have prompted the many changes, but also it may give us a clue to the future.

A The Industrial Revolution, 1808

1 Influence from England

2 Change from agriculture

3 Growth of factory-centered manufacturing

B Effects of Industrialization

1 Employment of women and children

2 Occupational accidents and diseases

3 Greater production at lower cost

4 Exploitation of "indentured" apprentices

5 Importation of "indentured servants" from abroad

6 Social and economic conditions markedly changed

7 Brought about machine age

C The Machine Age

1 Need for factory-centered labor

2 Need for interchangeable parts

3 Replacement of many skilled craftsmen

4 Need for manufactured goods
Higher birth rate
Higher immigration quotas

5 Mass production

GROWTH OF AMERICAN INDUSTRY

D Machine Refinement

1 World War I and later restrictive immigration had a near-disasterous effect on industry.

2 Unions grew in size and power as they won labor reforms.

3 The growth of vocational education stimulated industry by supplying skilled labor.

4 World War II produced a manufacturing might never seen in the world before.

5 New materials, new techniques, and fresh demands on industry are causing a new slow but deliberate change in industrial processes.

6 Automation is replacing the semiskilled assembly line tradesman and operator.

7 New machines and inventions create new jobs.

GROWTH OF AMERICAN INDUSTRY

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Section VI BUSINESS AND INDUSTRY Lesson 3

INDUSTRY-COMMUNITY RELATIONS

Industry brings prosperity to a community. However, the element of responsibility on the part of both industry and the community is an important factor. When both groups meet their responsibilities, the result is a harmony of operation which benefits the public at large.

A Responsibilities of Industry to the Community

1 Hire local labor whenever possible

2 Expend whatever funds are necessary in the form of donations and grants

3 Take part in community activities and, in general, show a civic spirit

4 Cooperate with the local school system

B Responsibilities of the Community to Industry

1 Impose a fair assessment and subsequent taxation

2 Make real estate, roads, water available

3 Provide good police and fire protection

4 Provide a pool of skilled labor trained in those fields specified by the local industry

C Agencies Fostering Industry-Community Relations

1 Chamber of Commerce

2 Service clubs
Lions
Kiwanis
Rotary

3 Manufacturers associations

4 Fraternal organizations
BPOE
Masons
K of C

INDUSTRY-COMMUNITY RELATIONS

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Section VI BUSINESS AND INDUSTRY Lesson 4

STRUCTURE OF MODERN INDUSTRY

We live in an era of bigness. Big business, big labor, and big government seem to dominate our economy. The total structure of modern industry, however, is made up of a variety of enterprises that range from the one-man home repair service to a multiplant corporation with worldwide connections for capitalization, production, and distribution.

A History of Manufacturing

1 Early manufacturing

2 The manufacturing era

3 Growth and specialization

4 Small and large businesses

5 The American way today

B Types of Business Ownership

1 Individual owner

2 Partnership

3 Corporate

4 Cooperative

C Corporate Organization

1 Stockholders provide financial backing.

2 Directors act as governing board.

3 Managers plan and supervise operations.

4 Line workers produce and process materials or provide services.

D Types of management organization

1 Line organization - vertical line of authority

2 Line and staff organization - vertical line with staff specialists as advisors

3 Line and functional organization - vertical line with staff specialists who act as advisors and have authority

STRUCTURE OF MODERN INDUSTRY

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Section VI BUSINESS AND INDUSTRY Lesson 5

PRODUCT STANDARDIZATION

A standardization of manufactured components so that one is virtually identical to all others of the same kind is not only the aim but the accomplishment in many fields of manufacturing. Efforts are constantly made to reduce the variance in manufacturing through refinements in production methods and quality control techniques.

A Reasons for Standardization

1 Eliminating waste due to variations in manufacture

2 Reducing unit production costs

3 Presenting a uniform product to customers

4 Manufacture of interchangeable parts

B Results of Standardization

1 Reduction of variety of products

2 Providing for interchangeable components

3 Establishment of standards of workmanship and quality

4 Defining specifications of performance for men and machines

C Scope of Standardization Practices

1 International standards

2 National standards
U.S. Bureau of Standards
Electrical Code
Machinists thread standards

3 Industrial standards

4 Company standards

D Kinds of Standards

1 Form and size

2 Quality measured by cost

3 Engineering

PRODUCT STANDARDIZATION

4 Materials

5 Quantity

6 Methods

7 Working conditions

PRODUCT STANDARDIZATION

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Section VI BUSINESS AND INDUSTRY Lesson 6

FACILITIES PLANNING, PRODUCTION TECHNIQUES, AND QUALITY CONTROL

In the manufacturing fields it is necessary to maintain a balance between production and consumption. An imbalance toward either over or under production results in loss of efficiency. The system of estimating rates of product consumption and correlating production to it is called production planning. In large industrial establishments, it has become a complicated technical process.

American success in mass production would not have been possible without highly developed systems of quality control. Precision measurement is a basic requirement for rapid manufacture of interchangeable parts. Product standardization, in which finished products adhere to close tolerances of size, shape, weight, taste, feel,or durability, requires a variety of control devices and methods. The term "good quality" means the product is good for the purpose for which it is intended. It also means that "good quality" is judged by other factors besides excellence and standardization.

A What to Make or Produce

1 The idea

2 Need for product

3 Originality and usefulness

4 Rough sketches and final drawings

B Manufacture

1 Research

2 Problems to be solved

3 Obstacles that stand in way of solution

4 Solution of obstacles

5 Analysis of the job

6 Job breakdown

7 Operation breakdown

FACILITIES PLANNING, PRODUCTION TECHNIQUES, AND QUALITY CONTROL

C Production Methods

1 Tooling-up procedure

2 Use of jigs and fixtures

3 Role of the tool designer

4 Material flow

D Plant Layout

1 Location of tools and equipment

2 Production line

3 Placement of work stations

4 Inspection center

5 Packing and packaging of product

E Personnel

1 Organization and management

2 Qualities of a supervisor
- Technical know-how
- Ability to direct
- Ability to get along with others
- Ability to make decisions

3 Qualifications of the working force
- Skill for the job
- Dependable
- Good attitude
- Follows directions
- Willingness to work

4 Duties of personnel

F The Business End

1 Cost of breakdown of product

2 Raw materials

3 Direct costs

4 Indirect expenses

5 Retail price -- markup

6 Bookkeeping

7 Distribution

G Factors Affecting Quality Control

1 End use of the product

2 Definable characteristics of the product

3 Measurable characteristics of the product

4 Intended life of the product

5 Economics of manufacturing

6 Safety

7 Quantity

H Classification of Product Standardizations

1 Form and size

2 Specific gravity

3 Coefficient of heat transmission

4 Strength of materials

5 Color and appearance

6 Electrical qualities

7 Resistance to wear

8 Taste

9 Resistance to spoilage

I Quality Control Methods

1 Production controls
Gauges and meters
Machinery speeds

FACILITIES PLANNING, PRODUCTION TECHNIQUES,
AND QUALITY CONTROL

Flow of ingredients
Air, temperature, and humidity
Production samples
Jigs and fixtures

2 Inspection and testing
Rules and scales
Micrometer caliper
Vernier scales
Reference standards
Optical systems
Electronic and electro-magnetic devices
Chemical analysis
Physical properties testing

3 Research and development
Analysis of breakdowns and failures
Time and motion study

FACILITIES PLANNING, PRODUCTION TECHNIQUES, AND QUALITY CONTROL

SUGGESTED REFERENCES:

BOOKS:

Ansley, A. C. *Manufacturing methods and processes.* Chilton Co. 1957.

Keane, G. R. *Teaching industry through production.* American Industrial Arts Association. 1959.

PAMPHLETS:

Educational Affairs Department. (Booklets, manuals, charts, films, kits, and displays which relate to guidance and economics. Send for catalog entitled *A List of free teaching aids.*) Dearborn, Mich. Ford Motor Co.

Educational Relations Section. (Booklets, manuals, charts, films, kits, and displays which relate to guidance and economics. Send for catalog entitled *General motors aids to educators.*) Warren, Mich. Public Relations Staff. General Motors Corp.

Ford Motor Co. *The evolution of mass production.* Dearborn, Mich. Information Services.

National Formen's Institute. *Effective communications.* Waterford, Conn.

_____*Human relations.* Waterford, Conn.

_____*Incentive systems.* Waterford, Conn.

_____*Job evaluation.* Waterford, Conn.

_____*Labor relations.* Waterford, Conn.

_____*Organization.* Waterford, Conn.

_____*Performance rating.* Waterford, Conn.

_____*Planning.* Waterford, Conn.

_____*Production control.* Waterford, Conn.

_____*Quality control.* Waterford, Conn.

_____*Safety.* Waterford, Conn.

_____*The Supervisor's job.* Waterford, Conn.

FACILITIES PLANNING, PRODUCTION TECHNIQUES,
AND QUALITY CONTROL

SUGGESTED REFERENCES:

VISUAL AIDS:

OTHERS:

Section VI BUSINESS AND INDUSTRY Lesson 7

PRODUCT SALES AND DISTRIBUTION SYSTEMS

Among the various phases of a business enterprise such as financing, production, quality control, and research and development, none has more bearing on the firm's success than that of sales and distribution. It is the aim of every producer to balance production with consumer consumption. To do so, he makes every effort to make his product known to as many potential purchasers as possible. Also, he develops an efficient system for promptly distributing finished goods where they are wanted, in the best possible condition for sale.

A Merchandising Methods

1 National and local advertising

2 Personal contact with distributors

3 Servicing and trade-in practices

B Sales Functions

1 Direct to customer selling

2 Selling through wholesalers and jobbers

3 Branch stores and office operations

4 Comparative shopping

5 Market research

6 Sales engineering

C Distribution Channels

1 Wholesalers, agents, and brokers

2 Auction and mail order houses

3 Export and import houses

4 Branch stores and offices

5 Cooperative and sales agencies

6 Commission men

7 Delivery agencies

PRODUCT SALES AND DISTRIBUTION SYSTEMS

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

The Economic Press, Inc. *Customer relations.* West Orange, New Jersey.

_____*Employee morale.* West Orange, New Jersey.

_____*Health and safety.* West Orange, New Jersey.

_____*Home and family.* West Orange, New Jersey.

_____*Job attitudes.* West Orange, New Jersey.

_____*Job success.* West Orange, New Jersey.

_____*Letter writing.* West Orange, New Jersey.

_____*Sales.* West Orange, New Jersey.

_____*Secretarial techniques.* West Orange, New Jersey.

_____*Self improvement.* West Orange, New Jersey.

Educational Affairs Department. (Booklets, manuals, charts, films, kits, and displays which relate to guidance and economics. Send for catalog entitled *A List of free teaching aids.*) Dearborn, Mich. Ford Motor Co.

Educational Relations Section. (Booklets, manuals, charts, films, kits, and displays which relate to guidance and economics. Send for catalog entitled *General motors aids of educators.*) Warren, Mich. Public Relations Staff. General Motors Corp.

VISUAL AIDS:

OTHERS:

Section VI BUSINESS AND INDUSTRY Lesson 8

ESTABLISHING AND OPERATING A BUSINESS

All businesses are formed and operated to render a service or supply a product that will serve a customer. A businessman hopes that he will be able to make a profit by fulfilling the needs of his customers.

Many factors need to be considered before a person goes into business. A person should first take stock of his own qualifications and motives for considering such a venture. He should be aware of the disadvantages as well as rewards associated with proprietorship and be familiar with the causes of business failure.

This country has been known as the land of opportunity. Under our form of economy and government, the people enjoy the highest standard of living in the world, and any individual who wishes to go into business for himself may do so. He is free to choose any enterprise most suitable to his capital resources, his own occupational background,and his particular wishes.

The owner of any type of small enterprise must be familiar with many aspects of business such as economy, finance, bookkeeping, and personnel supervision.

A Advantages and Disadvantages in Ownership

1 Frequent long hours, hard work, minimum spare time

2 Constant business and financial pressures

3 Possibility of financial loss

4 Opportunity for good income potential

5 Desirability of being one's "own boss"

B Personal Qualifications Necessary

1 Ambition, drive, and enthusiasm

2 Adequate knowledge and skill in proposed business or trade

3 Ability to make sound decisions

4 Capabilities in supervising

5 Ability to meet and talk to people

ESTABLISHING AND OPERATING A BUSINESS

6 Pleasing salesmanship techniques

7 Honesty in business dealings

8 Willingness to participate in community affairs

C Factors in Location of Business to be Established

1 Availability of proposed site to customers

2 Competitive existence of similar businesses in area

3 Worth of location in relation to prospective rent

4 Zoning laws, ordinances, and regulations

5 Access to sources of supply and personnel

6 Availability and quality of advertising media

7 Demand and need for services or product

8 Internal layout of proposed shop or store

D Factors in Business Capital

1 Nature and size of proposed business

2 Preliminary legal, accounting, and appraisal

3 Expenditures for initial stock, materials, and equipment

4 Property improvement expenses

5 Operating expenses
Rent
Wages
Advertising
Utilities
Printing and stationery
Repairs
Interest and taxes
Insurance
Accounting and legal fees

6 Provision for operating capital until business is netting a return

ESTABLISHING AND OPERATING A BUSINESS

7 Means of raising capital

8 Bank affiliations

9 Establishment of credit and ratings

E Structure of Organization

1 Individual or sole proprietorship

2 Partnership

3 Corporation

F Determining the Meaning of Small Business

1 Financial standards
Total assets - what is owned regardless of what is owed
Net worth - assets minus liabilities
Net profits - what is taken in, less expenses
Volume of sales - net receipts

2 Number of employees

3 Government definition - that which can be operated by one or few individuals

G Buying, Merchandising, and Salesmanship

1 Analysis of customer demand

2 Basis for determining adequate stock or materials

3 Standards for purchasing
To meet demands of expected sales
To maintain a planned, adequate stock

4 Selection of suppliers
Quality of goods
Availability of goods
Competitive cost of goods

5 Sales planning
Initial markups
Maintained markups
Gross margins

ESTABLISHING AND OPERATING A BUSINESS

H Business Records

1 Reasons for maintaining records
- To determine correct tax liabilities
- To furnish operating statements for credit or capital
- To determine operating costs of business

2 Advisability of seeking qualified accounting assistance

3 Basic types of records
- Income earned
- Deductions and business' expenses
- Credits and losses
- Inventories
- Salaries and wages paid
- Personnel information
- Checkbooks and bank statements

I Basic Business Law

1 Contracts and sales
- Definition and essential elements
- Types

2 Landlord and tenant laws
- Tenant rights and obligations
- Leases

3 Finance and banking
- Checks
- Promissory notes and loans
- Judgments
- Bonds
- Bad debts
- Bankruptcy

4 Legal forms
- Bills of sale and conditional sales agreements
- Leases
- Purchase orders

5 Insurance
- Importance of insurance
- Necessity of consulting a qualified broker
- Basic types of insurance
  - Fire and comprehensive coverage
  - Personal liability
  - Property damage liability
  - Manufacturers' and contractor's liability

ESTABLISHING AND OPERATING A BUSINESS

Business interruption
Burglary and theft
Plate glass
Workmen's Compensation
Vehicular
Premiums as deductible business expense

J Advertising and Promotion

1 Determining need for advertising

2 Establishing objectives of advertising to be done

3 Selection of media

4 Types of direct advertising

5 Local organizations as source of business connections

K Personnel

1 Hiring employees
Interest and ambitions exhibited
Aptitude for job
Training necessary to give

2 Employee cooperation

3 Maintaining efficiency and loyalty

4 Problems and tactics of supervision

5 Employee records

L Reasons for Small Business Failures

1 Incompetence of owner

2 Insufficient capital

3 Poor location

4 Improper purchasing and overstocking

5 Insufficient or poor advertising

6 Unqualified or inexperienced personnel

7 Lack of maintaining proper business records

ESTABLISHING AND OPERATING A BUSINESS

M Familiarity with Business Practices and Terms

1 Buying, merchandising, and salesmanship

2 Maintenance of business records

3 Basic business law

4 Insurance

5 Methods of advertising and sales promotion

6 Personnel relations

7 Finance, credit, and collections

8 Tax regulations and requirements

ESTABLISHING AND OPERATING A BUSINESS

SUGGESTED REFERENCES:

BOOKS:

Christ, J. F. *Fundamental business law.*

Kling, S. G. *Your legal advisor for home and business.*

N.Y.S. Education Department. *Small business management, adult course outline.* Albany. The Department.

N.Y.S. Vocational and Practical Arts Association. *Small business management.* The Association.

Wingate, J. W., Schaller, & Goldenthall. *Problems in retail merchandising.*

PAMPHLETS:

The Economic Press, Inc. *Customer relations.* West Orange, New Jersey.

_____*Employee morale.* West Orange, New Jersey.

_____*Health and safety.* West Orange, New Jersey.

_____*Home and family.* West Orange, New Jersey.

_____*Job attitudes.* West Orange, New Jersey.

_____*Job success.* West Orange, New Jersey.

_____*Leter writing.* West Orange, New Jersey.

_____*Sales.* West Orange, New Jersey.

_____*Secretarial techniques.* West Orange, New Jersey.

_____*Self improvement.* West Orange, New Jersey.

U.S. Department of Commerce. *Cost accounting for small manufacturers.* Small Business Administration.

_____*Developing and selling new products - a guidebook for small manufacturers.*

_____*Equity, capital and small business.*

_____*Guide for profit planning.*

_____*Handbook of small business finance.*

ESTABLISHING AND OPERATING A BUSINESS

SUGGESTED REFERENCES: (Continued)

_____*Management aids for small business, annuals 1 to 6*

_____*New Product introduction for small business owners.*

_____*One hundred and fifty questions for prospective manufacturers.*

_____*Profitable advertising for small industrial goods producers.*

_____*Profitable small plant layout.*

_____*Starting and managing a small business of your own.*

U. S. Treasury Department. *Tax guide for small business.* The Department.

VISUAL AIDS:

National Industrial Conference Board. *Road maps of industry.* New York. (Charts with information about business economics, business practices, and personnel administration.) Twice monthly.

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Section VI BUSINESS AND INDUSTRY Lesson 9

PHILOSOPHY OF FREE ENTERPRISE SYSTEM

An informed citizenry is the primary objective of our American educational system. Knowledge of the origin, character, strength, and weaknesses of the free enterprise economic system is therefore an essential part of this education.

Economic control may be exercised through many different types of social institutions: governmental units, family units, trade association, labor unions, producer cooperatives, and so on. These control functions can be allocated in almost every conceivable way. At one extreme, as in Soviet Russia, the central government may exercise virtually all control. At the other extreme, the government may exercise only a minimum control, leaving that function largely to private competition. This latter system, sometimes referred to as "free enterprise" is basic to the economic controlling system used in the United States.

A Mercantile System

1 Gave government control of business enterprise

2 Allowed government to determine
- Goods produced
- Wages paid
- Investments made

3 Encouraged smuggling

4 Was a contributing factor to our colonial development

B Characteristics of Free Enterprise Economic System

1 Individual makes own economic decisions

2 Individual income based roughly on ability to produce

3 Means of production privately owned and privately controlled
- Machines
- Natural resources
- Building
- Tools
- Services

PHILOSOPHY OF FREE ENTERPRISE SYSTEM

C Necessary Factors in the Operation of Free Enterprise System

1 Consumer decides what goods to buy

2 Personal economic interest of worker determines who will produce what goods

3 Wages determined by
Ability to produce
Labor market

D Strength and Weaknesses of Free Enterprise System

1 This system has been a determining factor in the development of this nation as one of the greatest the world has ever known. The strength of our economic system lies with its records of accomplishment.

2 Poverty in the midst of plenty - need for government controls

3 Economy of nation fluctuates between prosperity and depression

PHILOSOPHY OF FREE ENTERPRISE SYSTEM

SUGGESTED REFERENCES:

BOOKS:

Field Enterprises Education Corp. *The World book encyclopedia.* Chicago. 1961.

National Association of Manufacturers. *The American individual enterprise system.* New York. McGraw-Hill Book Co.,Inc.

PAMPHLETS:

Ford Motor Co. *The Evolution of mass production.* Dearborn, Mich. Information Services.

Kettering, C. F. *American battle for abundance.* Detroit, Mich. General Motors Corporation. Public Relations Staff.

The National Research Bureau, Inc. (Booklets on subjects such as, economics, national and world affairs, government, health, education, careers, safety, and success in business. Send for their catalog.) Burlington, Iowa.

VISUAL AIDS:

United Auto Workers Education Department. (Films on automation, safety, economics, unions, and government. Send for film catalog.) Film Library, Solidarity House.

OTHERS:

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

CONSUMER ECONOMICS AND RELATED TOPICS

Section VII

Lesson 1 ... BUDGETING PERSONAL INCOME

2 ... BANKING SERVICES AND CREDIT UNIONS

3 ... LIFE, HEALTH, AND ACCIDENT INSURANCE

4 ... WHERE THE TAX DOLLAR GOES

5 ... FEDERAL AND STATE INCOME TAX REPORTING

6 ... CONTRACTUAL NEGOTIATIONS AND INSTALLMENT CREDIT BUYING

7 ... CREDIT AND CREDIT RATINGS

8 ... RETIREMENT AND WELFARE PLANS

9 ... PERSONAL PROPERTY AND LIABILITY INSURANCE

10 ... LEGAL RESPONSIBILITIES OF AUTOMOBILE OWNERS AND DRIVERS

11 ... FAMILY RESPONSIBILITIES OF THE YOUNG WORKERS

12 ... CONSUMER EDUCATION

A major recourse for this section would be *CONSUMER EDUCATION, Materials for an Elective Course*, available from Publications Distribution Unit, State Education Department, Albany, New York 12224

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 1

BUDGETING PERSONAL INCOME

A budget is a plan for deciding how family or individual income shall be used and how it shall be divided among different kinds of goods, services, and savings. It is a tool whose value lies chiefly in the process of thinking through goals, estimating costs, and making choices among alternative uses of money.

A Values of Budgeting

1 Decisions regarding future

2 Living within income

3 Wasteful spending

4 Achievement of long-range goals

5 Education in management of money

6 Excellent reference

B Estimating Income

1 Salary or income

2 Business earnings

3 Professional earnings

4 Commissions

5 Rents

6 Bonuses

7 Gifts and tips

8 Allowances

9 Investment incomes

10 Odd job earnings

C Estimating of Previous Expenditures over a Similar Period

1 Record of expenditure

2 Receipted bills

BUDGETING PERSONAL INCOME

3 Memos

D Analysis of Needs and Wants in Terms of Relative Importance

1 Fixed future expenses

2 Flexible future expenses

3 Past unpaid bills

4 Present day living costs

5 Personal allowances

E Apportioning Income to Needs and Wants

1 Matching a trial budget to actual income

2 Eliminating discrepancies

3 Balancing the budget

BUDGETING PERSONAL INCOME

SUGGESTED REFERENCES:

BOOKS:

U.S. Department of Agriculture. *Consumers all - the yearbook of agriculture.* The Department. Superintendent of Documents. United States Government Printing Office.

Wilhelms, F.T. & Heimerl, R.P. *Consumer economics.* 2d. ed. New York. McGraw-Hill.

PAMPHLETS:

Banking Education Committee. The American Bankers Association. *List of materials on money and banking.* New York. The Association.

The Economic Press, Inc. *Customer relations.* West Orange, New Jersey.

_____*Employee morale.* West Orange, New Jersey.

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_____*Job attitudes.* West Orange, New Jersey.

_____*Job success.* West Orange, New Jersey.

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_____*Sales.* West Orange, New Jersey.

_____*Secretarial techniques.* West Orange, New Jersey

_____*Self improvement.* West Orange, New Jersey.

Household Finance Corporation. *Money mgt. - your budget*

National Association of Secondary School Principals. *Managing your money.* Chapter 2.

U.S. Department of Agriculture. *Guiding family spending.* The Department. Misc. Pub. No. 661 (Mar. 1949).

U.S. Department of Labor. *Workers' budgets in the United States.*

BUDGETING PERSONAL INCOME

SUGGESTED REFERENCES: (continued)

VISUAL AIDS:

Investment Bankers Association. *Richest man in Babylon.*

Modern Talking Pictures. *A Penny saved.*

Modern Talking Pictures. *Yours to keep.* (27 min.), *Money at work.* (15 min.)

OTHERS

Society for Visual Education, Inc. *Learning to manage your money.* Chicago 14, Illinois. LF 776-8 $6.50. SUE.

Section VII - CONSUMER ECONOMICS AND RELATED TOPICS Lesson 2

BANKING SERVICES AND CREDIT UNIONS

Banks are very important to the business and economic activities in the community. Since most persons need to use bank services in the conduct of personal business affairs, they should understand how banks function and what services they provide.

A bank is a financial institution authorized by its charter to receive deposits of money subject to withdrawal by the depositor either on demand or after notice has been given, to make loans, to pay interest, and to perform other functions as authorized by its charter.

A Types of Lending Institutions

1 Commercial banks

2 Mutual savings banks

3 Savings and loan associations

4 Postal savings systems

5 Credit unions

6 Private lending agencies (caution!)

B Major Sources of Working Funds

1 Demand deposits (checking accounts)

2 Savings deposits (savings accounts)

3 Credit union shares

C Services Offered

1 Lending monies

2 Checking accounts

3 Savings accounts

4 Service accounts (installment credit)

5 Storage vaults

D How They Function and Profit

BANKING SERVICES AND CREDIT UNIONS

1 Take in deposits
  Draw checks against deposit
  Deposits left in to draw interest (savings)

2 Make loans to business, governments, industry, and individuals

3 Pay out interest on saving accounts

4 Charge interest on money loaned out

5 Charge for service on checking accounts
  May not make a charge if a minimum balance is maintained
  May make a charge for each deposit or each check drawn

6 Issue bank and certified bank checks for a fee

7 Credit union personal loans (1% on the unpaid balance per month)

E Whom They Serve

1 Individuals

2 Business and industry

3 Local, State, and Federal governments

F Protection of Customers

1 State laws and regulations

2 Federal laws and regulations

3 Federal Reserve System

G Why Banks and Credit Unions are Needed

1 Form link between depositors and borrowers

2 Keep the money in circulation

3 Keep the nation's economy up

4 Help individuals establish a credit rating

5 Enable business and industry to carry on and expand

6 Keep farmers in business

7 Enable consumer to purchase houses, cars, furnishings, etc. while paying for them

BANKING SERVICES AND CREDIT UNIONS

SUGGESTED REFERENCES:

BOOKS:

The American Bankers Association. *The Commercial banking industry.* The Association. Englewood Cliffs, New Jersey. Prentice-Hall. 1962.

Wilhelms, F.T. & Heimerl, R.P. *Consumer economics.* New York. McGraw-Hill. 1951.

Wilson, H.W. & Eyster, E.S. *Consumer economics problems.* Cincinnati. South-Western. 1956.

PAMPHLETS:

Banking Education Committee. The American Bankers Association. *List of materials on money and banking.* The Association. New York.

The Economic Press, Inc. *Customer relations.* West Orange, New Jersey.

_____*Employee morale.* West Orange, New Jersey.

_____*Health and safety.* West Orange, New Jersey.

_____*Home and family.* West Orange, New Jersey.

_____*Job attitudes.* West Orange, New Jersey.

_____*Job success.* West Orange, New Jersey.

_____*Letter writing.* West Orange, New Jersey.

_____*Sales.* West Orange, New Jersey.

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_____*Self improvement.* West Orange, New Jersey.

National Association of Secondary School Principals. *The Consumer and the law.*

_____*Managing your money.*

BANKING SERVICES AND CREDIT UNIONS

SUGGESTED REFERENCES: (continued)

VISUAL AIDS:

Federal Reserve Bank. *The Federal reserve and you back of every promise.*

Modern Talking Pictures. *'Til debt do us part.*

National Industrial Conference Board. *Road maps of industry.* New York. (Charts with information about business economics, business practices, and personnel administration.) Twice monthly.

OTHERS:

Samples of check books and bank books, loan application forms, bank bylaws.

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 3

LIFE, HEALTH, AND ACCIDENT INSURANCE

Life, health, and accident insurance should be a part of the financial planning of every wage earner inasmuch as it is a form of security intended to afford protection against the major hazards of life including unemployment, old age, illness, disability, and premature death. Young persons should consider insurance seriously because of the protection it gives dependents while the insured is becoming established in his line of work, and while children are growing up; because of eligibility from the standpoint of health; and because, at a young age, premiums are apt to be low. Insurance may well be a planned method of regular savings, along with protection against the major hazards mentioned above, for use at some future date to help educate children, for travel, or for use at retirement.

Contracts differ in coverage and costs, and should be selected to give the type of security desired by the insured person. It is important for young persons just entering the labor market with earnings to invest in insurance programs to know something concerning available insurance so as to avoid defeating the purposes of future financial security programs. A reliable agent may well be your best safeguard.

A Five Basic Types of Life Insurance

1 Term insurance
- Renewable term
- Nonrenewable term
- Convertible term

2 Whole life insurance
- Ordinary life
- Low premium over long period of time

3 Limited payment life
- Limited to a definite number of years
- Single premium life

4 Endowment plans
- Coverage runs for duration of period (20 yr. - 10 yr. etc.)
- Premium paying period indicated in name of policy options

5 Annuity insurance (retirement income)
- To supplement social security payments and pension plans
- To supplement interest or dividend income
- To supplement income from converted life insurance
- As the main source of income at a predetermined date
- Retirement deferred annuities
- Immediate annuity (insured makes single stipulated payment and income may start immediately)

LIFE, HEALTH,AND ACCIDENT INSURANCE

B Types of Health Compensation and Accident Programs

1 Hospital expense insurance

2 Surgical expense insurance

3 General medical expense insurance

4 Major medical expense insurance

5 Loss of income insurance

C Sponsors of Private Health and Accident Plans

1 Individual

2 Group of private individuals

3 Fraternal order

4 Employer
Complete coverage
Cooperates with employee

5 Labor union

D Purposes

1 Final expenses

2 Family income

3 Emergency fund

4 Educational fund

5 Mortgage fund

6 Retirement fund

7 Living expenses during rehabilitation

E Special Policies

1 Family Policy
Entire family is protected (each child until age 25)
Father insured for specified amount - other members for smaller amounts of term insurance

LIFE, HEALTH, AND ACCIDENT INSURANCE

2 Mortgage insurance provides annually decreasing term insurance for payment of outstanding balance on mortgage

3 Juvenile insurance (on lives of children ages 0 to 15)

4 Business life insurance
A partner becomes the insured and the other becomes the beneficiary
For an employee's dependents
The sole proprietorship (funds with which employees may buy business after death of owner)

5 Others

LIFE, HEALTH, AND ACCIDENT INSURANCE

SUGGESTED REFERENCES:

BOOKS:

Wilhelms, F.T. *Consumer living.* New York. McGraw-Hill. 1951. Pp.166-178.

PAMPHLETS:

Contact local insurance companies for all available up-to-date materials.

Institute of Life Insurance. *Handbook of life insurance. Life insurance fact book.* New York.

VISUAL AIDS:

OTHERS:

Institute of Life Insurance. *Policies for protection - student work book.* New York. (Order in quantity from Educational Division)

Invite local insurance agent to speak to class.

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 4

WHERE THE TAX DOLLAR GOES

Taxation is a basic function of government. In a democracy a tax is imposed upon the people by themselves. A tax, after it is imposed, requires a compulsory contribution of money to be made to the government in payment for services for the common good of the people. Since it is compulsory for all wage-earners to pay taxes, they should have a thorough understanding of the tax system and take an active part in local, regional, and national government.

A Importance of Taxes

1 Provision of services and benefits to all

2 Sharing of cost of common needs

3 Assistance to indigent cases

4 Safeguard of democracy

B Forms of Taxation

1 Income Tax

2 Real estate

3 Corporation

4 Excise

5 Sales tax

6 Inheritance

7 Import

8 Licenses

9 Stamp taxes

10 Others

C National Expenditures

1 National security

2 Debt interest and retirement

3 Agriculture

4 Veterans Administration

5 Public works

6 Foreign aid

7 Education and welfare

8 Government

9 Postal services

10 Conservation of natural resources

D State Expenditures

1 Roads, bridges, and waterways

2 Parks and recreation areas

3 Welfare and other agencies

4 Colleges and institutes

5 Education and other local aid

6 Cost of government operation

E Local Expenditures

1 Schools

2 Libraries

3 Police

4 Fire protection

5 Garbage and sewage

6 Street lighting and cleaning

7 Public recreation

8 Special agencies and services

WHERE THE TAX DOLLAR GOES

SUGGESTED REFERENCES:

BOOKS:

Parkinson, C.N. *Taxation.* Boston. Haughton Mifflin. 1960.

Wilson, W.H. & Eyster, E.S. *Consumer economic problems.* Cincinnati. South-West Publishing Company. 1956.

PAMPHLETS:

United States Department of Internal Revenue. *Teaching taxes.*

VISUAL AIDS:

National Industrial Conference Board. *Road maps of industry.* New York. (Charts with information about business economics, business practices, and personnel administration.) Twice monthly.

OTHERS:

Periodical: *National tax journal.* Harrisburg, Pa. Quarterly.

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 5

FEDERAL AND STATE INCOME TAX REPORTING

Every citizen or resident of the United States, whether an adult or minor, who had $600 or more gross income during the past fiscal year must file a tax return. A person who earns less than $600 should file a return to receive a refund tax that was withheld. Income tax is deducted from weekly salaries and sent to the government by the employer. At the end of the year a tax form must be filled out and the exact amount of tax that should be paid for the year must be computed. If this amount has not been previously deducted, the difference must be sent to the government with the tax form. If too much has been deducted, the government will return the extra money when the tax forms are received. Beginning workers must be sufficiently informed about income tax to be able to do what is expected of them in this area.

Every person must file a New York State income tax return if he has filed a Federal tax return, or if his total New York income exceeds his exemptions. A return must also be filed in order to obtain a refund. State income tax is withheld from the weekly salary just as Federal income tax is withheld.

A Income Tax Forms and Conditions for Use

1 1040A (with instructions for use)

2 1040W

3 1040

B Steps in Filling in Form 1040

1 Claiming exemptions

2 Reporting income

3 Claiming deductions

4 Computing the tax

C Exemptions

1 Individual, married, or family

2 Conditions for children's exemption

3 Definition of support

4 Definition of student

FEDERAL AND STATE INCOME TAX REPORTING

D Reporting Income

1 Examples of income which must be reported
- Wages
- Salaries
- Bonuses
- Tips
- Interest on bank deposits, bonds

2 Examples of income which should not be reported
- Workmen's Compensation
- Gifts
- Inheritances

E Claiming Deduction

1 Contributions

2 Interest

3 Taxes

4 Medical and dental expenses

5 Other deductions

F Dependent Wage-Earner

1 Parent provides in excess of 50% of support

2 Dependent may earn over $600

3 A year's accrued savings may be deducted from dependent's earnings before computing dependent's contribution

4 Full time students may be counted as a dependent (See tax instruction manual)

G Computing Tax

1 Using tax table for income under $500

2 Using schedule I

H General Instructions for State Tax

1 Where to obtain forms

2 Who must file a return

FEDERAL AND STATE INCOME TAX REPORTING

3 Use of Federal figures

4 When to file

5 Changes in Federal income tax

6 Credit for taxes paid to other states

7 Payment of tax due

8 Refund of overpayment

9 Where to file

10 How to report change of residence

11 Which form to use

I Instructions for Short Form

1 Salary or wages

2 Interest and dividends

3 Total income reported

4 Total number of federal exemptions

5 Statutory credit

6 Computation of tax

7 New York State tax withheld

FEDERAL AND STATE INCOME TAX REPORTING

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

N.Y.S. Income Tax Bureau. *Instructions for short form income tax resident return.*

U.S. Treasury Department. *Federal income tax forms* (with instruction booklet). Teacher manual with answer key work book for each student.

VISUAL AIDS:

Check with local Internal Revenue Office.

National Industrial Conference Board. *Road maps of industry.* New York. (Charts with information about business economics, business practices, and personnel administration.) Twice monthly.

OTHERS:

Federal income tax practice forms.

U. S. Treasury Department, oversize tax forms for display.

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 6

CONTRACTUAL NEGOTIATIONS AND INSTALLMENT CREDIT BUYING

The law regards a contract as an agreement between two or more competent parties whose execution is their duty, and for the breach of which a remedy is provided. Many persons engage in contractual negotiations without realizing they are doing so. When a merchant offers an article for sale for a certain amount and a customer buys it - they have engaged in a contract for sale. These small cash transactions require no written agreement; but they are contracts, and they are legally binding. It is important that everyone, particularly a prospective employee, acquire a sound working knowledge of contracts, contract negotiations, and all their ramifications.

Installment buying enables people to purchase articles by making a down payment of part of the price and paying the balance in relatively small installments over a period of time. During this time, they have the use of the article; but if they fail to make any of the payments, the seller may take the article back and keep all the previous payments. The privilege of paying for goods and repaying loans on an installment plan has advantages and disadvantages to the consumer. New wage earners should be alerted to the benefits and pitfalls of credit buying to improve their judgment and to protect their income.

A General Information

1 Definition of a contract

2 Types of contracts

3 Essentials of a contract

B Competent Parties

1 Incompetency of minors
- Age
- Marital status

2 Contracts for necessaries
- Food
- Clothing
- Medical attention
- Education
- Shelter

3 Misrepresentation of age
- Damages for loss
- Legal right of minor

4 Incompetency of others

CONTRACTUAL NEGOTIATIONS AND INSTALLMENT CREDIT BUYING

C Mutual Assent

1 Validity of offer
Obvious in intent
Clear and definite
Properly communicated

2 Termination of offer
Lapse of time
Withdrawal
Rejection

3 Acceptance of offer
Willingness to comply
Acceptance by mail

D Consideration

1 Promise supported by something of value
Money
Act performed
Forbearance from doing something

2 Repayment other than agreed
New consideration
General release

E Legality

1 Not socially harmful to society

2 Agreements with unlicensed persons

3 Usurious agreements

F Contracts

1 Oral

2 Written

3 Form

4 Signature

G Checkpoints on Installment Contracts

1 Cash price of article

2 Money advanced

CONTRACTUAL NEGOTIATIONS AND INSTALLMENT CREDIT BUYING

3 Total carrying charges

4 Other charges
- Insurance
- Investigation
- Legal
- Recording

5 Comparison with rates on other plans such as a personal loan at a bank

6 Facts about the contract
- Figures in the contract
- Blank spaces

7 Specific security given

8 Wages garnisheed in case of delinquent payment

9 "Add-on" clauses

10 Prepayment privilege

11 Fair repossession notice

12 Equity purchaser has in repossession

13 Fair installment contract

CONTRACTUAL NEGOTIATIONS AND INSTALLMENT CREDIT BUYING

SUGGESTED REFERENCES:

BOOKS:

U. S. Department of Agriculture. *Consumers all - the yearbook of agriculture*. The Department. Superintendent of Documents. U. S. Government Printing Office.

Wilhelms, F.T. & Heimerl, R.P. *Consumer economics*. New York. McGraw-Hill. 1960.

PAMPHLETS:

Banking Education Committee. The American Bankers Association. *List of materials on money and banking*. The Association. New York.

Home and Garden Bulletin #108. *A guide to budgeting for the family*.

Insurance Information Institute. *A family guide to property and liability insurance*. New York.

National Association of Secondary School Principals. *Managing your money*. Chapter 6.

U. S. Department of Labor. *Federal uniform commercial code*. The Department.

VISUAL AIDS:

Modern Talking Pictures. *Credit, man's confidence in man*.

OTHERS:

A blank (or sample) chattel mortgage or a conditional sales contract

Copies of various kinds of contracts

Speaker: A manager of a credit bureau or merchant to speak on the topic *The wise use of credit*.

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 7

CREDIT AND CREDIT RATINGS

All the money in existence on earth today is sufficient to transact only ten percent of the business conducted throughout the world. The remaining ninety percent is done by means of credit in some form. Credit extension is like lending money. A certain amount of risk is involved.

An understanding of credit and establishing credit ratings is most helpful to the beginning wage earner. The individual should learn what credit is and when to make use of it.

A Kinds of Credit

1 Personal - ability of an individual to obtain goods now for a promise to pay later

2 Commercial - extended from one business man to another in the process of distributing goods

3 Corporation - ability of a corporation to secure funds now on promise to repay in the future

4 Government - ability of a government or political unit to borrow in return for its promise to repay in the future

B Criteria for Granting Credit

1 Capital - net worth of the individual

2 Capacity - income and earning power of the individual

3 Character - dependability in meeting his obligations

4 Amount of loan

5 Purpose of the loan

6 Security for collateral

C Installment Credit

1 Formal contract

2 Long period of time for repayment

3 Title of goods remains with seller until final payment

4 Fixed finance charge added to the selling price

CREDIT AND CREDIT RATINGS

D Open Account Credit

1 No formal contract

2 Title of goods is transferred immediately to the buyer

3 Generally no special charge for credit

E Retail Credit Rating

1 Application blank

2 Local retail credit bureau

3 Banks, employers, and other business references

F Credit Ratings for Business Establishments

1 Dun and Bradstreet

2 Salesmen's reports

3 National Association of Credit Men

4 Banks and mortgage companies

G Credit and Indebtness Regulations

1 Parental responsibility

2 Minor responsibility

3 Garnishment

4 Attachment

5 Statute of limitations

6 Bankruptcy

Credit and Credit Ratings

SUGGESTED REFERENCES:

BOOKS:

Wilhelms, F. T. *Consumer living.* New York. McGraw-Hill.

Wilhelms, F. T. & Heimerl, R. P. *Consumer Economics.* New York. McGraw-Hill.

PAMPHLETS:

Banking Education Committee. The American Bankers Association. *List of materials on money and banking.* The Association. New York.

VISUAL AIDS:

National Industrial Conference Board. *Road maps of industry.* New York. (Charts with information about business economics, business practices, and personnel administration.) Twice monthly.

OTHERS:

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 8

RETIREMENT AND WELFARE PLANS

Industrial management and the various government agencies have long known that the most pressing single problem of workers is that of security, particularly as they become older. To meet this need, various plans have been developed by many organizations to provide for general welfare and security. The young worker should be informed of these plans, their purpose, and function so that he can work with peace-of-mind and make plans to prepare for the day when he may have to use these services.

A Types of Welfare Plans

1 Federal Social Security Act

2 State and local welfare programs

3 Industrial welfare plans
- Company supported
- Union sponsored

4 Rehabilitation services

B Retirement Plans

1 Types of plans
- Social Security
- Group
- Company programs
- Union
- Private systems

2 Reasons for retirement
- Health and old age
- Reduced earnings
- Compulsory retirement

3 Preparation for retirement
- Guidance and counseling
- Plan before retirement
- Avocational interest

WELFARE AND RETIREMENT PLANS

SUGGESTED REFERENCES:

BOOKS:

Cohen, W. J. *Retirement policies under social security.* Los Angeles. University of California.

National Social Welfare Assembly. *Criteria for retirement.* New York. G. P. Putman's Sons.

Whitehill, Arthur. *Personnel relations.* New York. McGraw-Hill.

PAMPHLETS:

Social Security Board. *Your social security.* Washington, D. C.

VISUAL AIDS:

OTHERS:

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 9

PERSONAL PROPERTY AND LIABILITY INSURANCE

An insurance policy is a contract between the insurance company and the insured. Liability insurance coverage is available as a means of self-protection. Should a judgment result from proven negligence on your part, the policy would offer some protection. Also ownership of personal property carries a certain amount of risk. Personal property insurance helps cover any resulting misfortune. Premium rates are based on the degree of risk, frequency of recurrence, age factors.

A Selection of Appropriate Coverage

1 Logical occurrences

2 Minor misfortunes

3 Undue hardships

B Property Insurance Policies

1 Fire, burglary, theft, and robbery

2 Extended coverage

3 Automobile collision

4 Marine and inland marine

5 Agriculture and crop damage

C Liability Insurance Policies

1 Bodily insurance

2 Public liability

3 Property damage

D Considerations

1 Purchase from reliable companies

2 Read policies and attachments

3 Keep the policies in force

4 In the event of claim settlements, contact agent promptly

PERSONAL PROPERTY AND LIABILITY INSURANCE

SUGGESTED REFERENCES:

BOOKS:

Wilhelms, F. T. *Consumer living.* New York. McGraw-Hill. New York.

Wilhelms, F. T. & Heimerl, R. P. *Consumer economics.* New York. McGraw-Hill Co.

PAMPHLETS:

Insurance Information Institute. *A family guide to property and liability insurance.*

VISUAL AIDS:

OTHERS:

Speaker: Insurance Broker, Subject: Insurance - types, cost, individuals needs

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 10

LEGAL RESPONSIBILITIES OF AUTOMOBILE OWNERS AND DRIVERS

The density and complexity of today's traffic on our highways make it necessary that every driver have a full and complete working knowledge of traffic laws and safe driving practices. Only consistent observance of these laws and rules of the road will assure safety for all.

The young person needs to have a clear understanding of his obligations and the legal responsibilities that he must assume. Parents have a moral responsibility to develop their youngsters' habits and attitudes toward driving. They have a legal responsibility,also, of which they must be made thoroughly aware. Informed and interested parents combined with mature, responsible students will result in good driving practices.

A Responsibilities for Safe Operation

1 Financial security

2 Motor vehicle equipment

3 Periodic inspection

4 Sizes and weights of vehicles

B Registration of Vehicles - (Also Motorcycles)

1 Licenses

2 Expiration and renewal

3 Accident and accident reports

C Rules of the Road

1 Traffic signs, signals, and markings

2 Right of way and pedestrial duties

3 Reckless and drunken driving conditions

4 Special laws of restrictions and stops

5 All weather driving

D Local and State Agencies

1 State Bureau of Motor Vehicles

2 Town and country authorities

LEGAL RESPONSIBILITIES OF AUTOMOBILE OWNERS AND DRIVERS

3 Driver education and safety programs

4 Traffic control equipment installation and maintenance

E Violations

1 Point system

2 Suspension and revocations

3 Penalities and crime

4 Disposition of fines

LEGAL RESPONSIBILITIES OF AUTOMOBILE OWNERS AND DRIVERS

SUGGESTED REFERENCES:

BOOKS:

American Automobile Association. *Sportsmanlike driving.* Washington, D.C.

Rockefeller, N.A. & Hults, W.S. *Vehicle and traffic law.* Albany, N.Y.

PAMPHLETS:

Insurance Information Institute. *A family guide to property and liability insurance.*

The National Research Bureau, Inc. (Booklets on subjects such as economics, national and world affairs, government, health, education, careers, safety and success in business. Send for their catalog.) Burlington, Iowa.

N.Y.S. *Drivers manual.* Albany, N.Y.

_____ *You must observe and obey these instructions.* Albany, N.Y. 1960-61.

VISUAL AIDS:

A.A.A. Foundations. *Borrowed power.* Washington D.C. Traffic Safety. The Foundation.

General Motors Co. *Practice makes perfect driver.* Michigan, N.Y.

M.P.O. Film Distributer. *Driving in adverse condition.* New York.

_____ *Driving in the city.* New York.

_____ *Driving on the highway.* New York.

OTHERS:

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 11

FAMILY RESPONSIBILITIES OF THE YOUNG WORKER

An aspect of contemporary American society commonly pointed out is the general deterioration of family unity. American families do not seem to work and play together as do people from other lands. We often hear the charge that young people do not show respect and deference to their elders and that they do not readily assume responsibility for common family problems. This charge must be explored fully to see if it is founded on reality. If the charge is true, the effects of family breakdown must be viewed and aired.

America - surely the leading world nation politically and technologically - has developed because young people have left the family unit and ventured out on their own. Young people's responsibility to themselves for self-improvement and their responsibility and duty to their families can strike a happy medium. If young people today have tipped the scales so that self-interest has resulted in a total lack of concern for others, educators must assist them in developing a better attitude toward and a fuller acceptance of family responsibility.

A Causes Commonly Given for Weak Family Unity

1 The frontier tradition of freedom

2 Diversity of cultural backgrounds

3 Improper education and early home training

4 Improper supervision of automobile use

5 Improper supervision of movies viewed

6 Improper supervision of radio and television

B Financial Responsibilities of the Young Worker

1 Budget income

2 Pay fair share of home expenses

3 Seek financial advice

4 Spend intelligently

5 Save for a purpose

C Facing Authority

1 Recognize parents' authority

FAMILY RESPONSIBILITY OF THE YOUNG WORKER

2 Work cooperatively with the rest of the family

3 Accept authority outside of home
School
Local
State

D Gaining Family Respect

1 Understand parents' point of view

2 Have interest in parents' work, hobbies, and activities

3 Work out problems with brothers and sisters

4 Understand financial status of family

5 Keep room and belongings in ship shape

E General Responsibilities

1 Inform parents of activities, work, and school

2 Perform home chores

3 Demonstrate willingness to take new responsibility

FAMILY RESPONSIBILITIES OF THE YOUNG WORKER

SUGGESTED REFERENCES:

BOOKS:

Foster, C. R. *Psychology for life today.* American Technical Society. 1962

Science Research Associates. *How to live with parents,* by Gladys G. Jenkins and Joy Neuman. Chicago. SRA. 1954.

PAMPHLETS:

VISUAL AIDS:

OTHERS:

The Jam Handy Organization. *Your family and you.* Detroit, Mich. 32 fr. $5.75.

Section VII CONSUMER ECONOMICS AND RELATED TOPICS Lesson 12

CONSUMER EDUCATION

Consumer education is important to the new wage earner, for, with his new purchasing power, he has the means to shop and buy. Consumer education must prepare the new wage earner for wise buying and investing. It must equip him with practical criteria for judging consumer values. He should learn what his consumer rights, protections, and responsibilities are to himself and to the community.

A Development of the Consumer Movement

1 Cooperatives
- Agriculture
- Banking
- Housing

2 Growth of big business
- Competition
- Mass production

3 Advertisement
- Newspapers and magazines
- Radio and television
- Customer referral plans

4 Economic freedom
- Rise of employment
- Higher wages and decreased commodity costs
- Increased goods and services

B Need for Consumer Education

1 Reduce wasteful spending

2 Protect consumer

3 Profit from business and government

4 Manage money wisely

5 Handle personal business affairs

C Aims of Consumer Education

1 Achievement of wiser saving and buying

2 Elevation of individual standard of living

3 Creation of sensitivity to social responsibility

4 Knowledge of difference between consumption and production

D Role of Consumer in Economy

1 Influence on production and distribution

2 Effect of consumer saving and spending on stability

3 Determination of supply and demand

4 Influence on banks and credit

5 Cause of certain laws and regulations

6 Influence on advertising

E Bases for Consumer Buying

1 Wants and needs

2 Luxuries and necessities

3 Increased purchasing power

4 Easy credit and loans

5 Budget

6 Quality merchandise

7 Installment buying

8 Status seeking

9 Advertisement

F Consumer Investment Training

1 Use and operation of banks

2 Obtaining small loans

3 Credit facilities

4 Government securities

5 Stocks and bonds

6 Mortgages

7 Knowledge of the law

CONSUMER ECONOMICS

SUGGESTED REFERENCES:

BOOKS:

U.S. Department of Agriculture. *Consumers all - the yearbook of agriculture.* The Department. Superintendent of Documents. U.S. Government Printing Office.

Wilhelms, F. & Heimerl, R. *Consumer economics.* McGraw-Hill, New York. 1959.

PAMPHLETS:

The Economic Press, Inc. *Customer relations.* West Orange, New Jersey.

_____*Employee morale.* West Orange, New Jersey.

_____*Health and safety.* West Orange, New Jersey.

_____*Home and family.* West Orange, New Jersey.

_____*Job attitudes.* West Orange, New Jersey.

_____*Job success.* West Orange, New Jersey.

_____*Letter writing.* West Orange, New Jersey.

_____*Sales.* West Orange, New Jersey.

_____*Secretarial techniques.* West Orange, New Jersey.

_____*Self improvement.* West Orange, New Jersey.

VISUAL AIDS:

OTHERS:

Speaker: A Chamber of Commerce member, "Protecting the Consumer."

VOCATIONAL COOPERATIVE, TRADE AND TECHNICAL EDUCATION

Related General Information

GENERAL TOPICS

Section VIII

Lesson 1 ... HOW TO STUDY

2 ... UNDERSTANDING OURSELVES AND OTHERS

3 ... OCCUPATIONAL TRENDS

4 ... OCCUPATIONAL CLASSIFICATIONS

5 ... CAREER PLANNING

6 ... EMPLOYMENT AND THE MILITARY SERVICE

7 ... VOCATIONAL VALUES OF ACADEMIC SKILLS

8 ... ORAL COMMUNICATION SKILLS

9 ... LOCAL SERVICE CLUBS AND CIVIC ORGANIZATIONS

10 ... PUBLIC SERVICE AGENCIES

11 ... AVOCATIONAL INTERESTS AND RECREATION

12 ... TECHNICAL REFERENCE SOURCES AND MATERIALS

Section VIII GENERAL TOPICS Lesson 1

HOW TO STUDY

Life is a succession of challenges. Studying is not easy, and there is no simple way to learn. Learning how to study requires a patient process of the mastery of details with a sincere desire to learn. The combination of *desire* and *good study habits* will equal *success*. They say, "You can lead a horse to water but you can't make him drink," and this desire to learn is important. When you really want something it is easier to work for it. This lesson is designed to show you how you can build good study habits.

A Purposes of Study

1 What should be understood

2 What should be known

3 What should be memorized

B Planning

1 Review past work

2 Survey assignments

3 Read

4 Identification of terms (dictionary)

5 Rereading of note - taking

6 Summarizing

7 Self-testing

8 Evaluation - correction

9 Retesting

C Environment

1 It should be:
Quiet
Comfortable (but not too)
Suitable for concentration

2 It should have:
Necessary books
Writing materials

HOW TO STUDY

Dictionary
Library resources

D. Scheduling of Time

1 Study the difficult first

2 Study the less interesting first

3 Schedule work, study,and recreation

4 Utilize daylight hours - morning

5 Be well prepared - build self-confidence for tests

6 Think positively

7 Study by the job rather than by the hour

8 Continuous hard work = progress

E Good Study Hints

1 Talk to someone about it

2 Write it - take notes

3 Use flash cards

4 Perform the task

5 Work to improve efficiency and good study habits

6 Work with a smile

7 Try to get excited about the work

HOW TO STUDY

SUGGESTED REFERENCES:

BOOKS:

N.Y.S. Counselors Association. *Tips on how to study*. The Association. Albany, N.Y. Delmar Publishers. 1963.

Orchard, N. E. *Study successfully*. McGraw-Hill.

PAMPHLETS:

Channing L. Bete Co., Inc. *How to find out*. Greenfield, Mass.

____ *How to study*. Greenfield, Mass.

Civil Air Patrol. *How to study - a programmed learning exercise*. National Headquarters, Ellington Air Force Base, Texas.

Science Research Associates. *How to be a better student*, by J. Wayne Wrightstone. Chicago. SRA

____ *Study your way through school*, by C. d'A. Gerken. Chicago. SRA.

VISUAL AIDS:

OTHERS:

Section VIII GENERAL TOPICS Lesson 2

UNDERSTANDING OURSELVES AND OTHERS

Wouldn't it be nice if other people didn't do the things they do or if you could just take care of everything yourself and not bother about what other people want or think?

It doesn't take long to know that this is impossible. People are all around us and it is impossible to ignore them. This lesson hopes to explain what happens when people are placed in situations in which they live, learn,and work together.

A The Problems We Meet

1 Life's situations

2 Right and wrong

3 Home life

4 Learning

5 Emotions

B Why We Do Things As We Do

1 Environment

2 Heredity

3 Kinds of intelligence

4 Organic needs

5 Learning

C Habits

1 Importance of habits in behavior

2 Forming habits

D Attitudes

1 Controlling behavior

2 Attitude development

3 Changing attitudes

4 Attitude relationships to others

UNDERSTANDING OURSELVES AND OTHERS

E Emotions

1 Connection of bodily feelings and ideas

2 Conditioning

3 Pleasurable emotions

4 Control of emotions

5 Good emotions

6 Emotional outlets

7 Emotional reconditioning

F Adjustments

1 Rationalization

2 Substitution

3 Sublimation

4 Projection

5 Regression

6 Repression

7 Identification

G Basic Needs

1 Affection

2 Achievement

3 Security

4 Adventure

H Family and Friends

1 We all have problems

2 Freedom and independence

3 You as a friend

4 Making new friends

UNDERSTANDING OURSELVES AND OTHERS

SUGGESTED REFERENCES:

BOOKS:

Foster, Charles R. *Psychology for life today*. American Technical Society. 1962.

Science Research Associates. *About you*, by Marjorie C. Cosgrove. Chicago.

_____*Discovering yourself*, by Marjorie C. Cosgrove. Chicago. SRA

PAMPHLETS:

Channing L. Bete Co., Inc. *How to understand people*. Greenfield, Mass. 01301.

The Economics Press, Inc. *Customer relations*. West Orange, N.J.

_____*Employee morale*. West Orange, N.J.

_____*Health and safety*. West Orange, N.J.

_____*Home and family*. West Orange, N.J.

_____*Job attitudes*. West Orange, N.J.

_____*Job success*. West Orange, N.J.

_____*Letter writing*. West Orange, N.J.

_____*Sales*. West Orange, N.J.

_____*Secretarial techniques*. West Orange, N.J.

_____*Self improvement*. West Orange, N.J.

_____*That's not my job!* West Orange, N.J. 1965.

_____*The way it strikes me*. West Orange, N.J. 1963.

Herzberg, & others. *Job attitudes: review of research and opinion*. Pittsburgh, PA. Psychological Service of Pittsburgh. 1957

Metropolition Life Insurance Co. *Your teen years*. 1958.

UNDERSTANDING OURSELVES AND OTHERS

SUGGESTED REFERENCES: (Continued)

VISUAL AIDS:

OTHERS:

Section VIII GENERAL TOPICS Lesson 3

OCCUPATIONAL TRENDS

Employment opportunities and job requirements for any locality are constantly changing. Local trends generally reflect National and State patterns as well as those factors peculiar to the immediate area. Some trends are slow-moving and not easily recognized; others, sudden and dynamic, may bring about large scale unemployment.

In a society as mobile and dynamic as ours, the worker should study the trends that may affect his occupation. He should be prepared to gain additional education and training to keep abreast of changes or retrain for new occupations. The biggest increases in job opportunities will occur in occupations requiring the most education and training.

A Factors Causing Trends

1 Shift from an agrarian economy toward an industrial economy

2 Increase in scientific and technological advances for industry

3 Increase in contributions of scientists and engineers to industrial materials and production

4 Increased problems of personnel relations and management due to growth in size of industries

5 Increase of automation, line, and mass production

6 Rise in entrance age and educational levels for young workers in industry

7 Increase in mobility of population

B National and State Manpower Trends

1 Growth in total number of workers

2 Larger numbers of older workers

3 A larger proportion of women workers

4 Especially rapid growth in numbers of young workers

C National and State Forecasts of Industrial Growth

1 Service trades construction, finance, insurance, and real estate - most expansion

2 Trade, government, and others - large expansion

OCCUPATIONAL TRENDS

3 Manufacturing will expand, but total number employees will not

4 Transportation, public utilities, and mining - slight expansion

5 Number of persons in agriculture - decline

D National and State Trends by Occupation

1 Greatest growth will be in professional and technical occupations, followed by proprietors and managers, clerical and sales workers, skilled and semiskilled workers

2 Service occupations such as auto, dry cleaning, barbering, and food service will expand

3 Unskilled workers will decline

4 Farmers and farm workers will decline but occupations providing services to farmers will increase

E Adjusting Manpower to Employment Needs

1 Vocational training provision of New York State unemployment insurance law
- Conditions for approval
- Kinds of training
- How to apply

2 Manpower development and training program (MDTA)
- Determining need for program
- Selection of trainees
- Payment of allowances
- Placement of trainees

OCCUPATIONAL TRENDS

SUGGESTED REFERENCES:

BOOKS:

Forrester, Gertrude. *Occupational literature - an annotated bibliography.* New York. H. W. Wilson Co.

Kahler A. & Hamburger, E. *Education for an industrial age.* Ithaca, N.Y. The Institute of World Affairs of the New School for Social Research. Cornell University.

Michael, D. N. *The next generation.* New York. Random House. 1965.

Myrdal, Gunnar. *Challenge to affluence.* New York. Random House. 1963.

National Manpower Council. *A policy for skilled manpower.* Columbia University Press. 1954.

_____*Womanpower.* Columbia University Press.

N.Y.S. Department of Education. *State occupational surveys of local communities.* Albany. The Department.

U.S. Department of Labor. *Counselor's guide to occupational and other manpower information.* Bulletin No. 1421. Superintendent of Documents. U.S. Government Printing Office. November 1964.

U.S. Office of Education. *Education for a changing world of work.* Panel of Consultants. 1963.

PAMPHLETS:

American Vocational Association. *New developments and their impacts on trade and industrial education.* 1960.

Conneticut State Department of Education. *Occupational monographs vt 130 - vt 164.* Hartford, Conn. Division of Vocational Education. Trade and Industrial Education.

Haber, William, Ferman, L. A., & Hudson, J. R. *The impact of technological change: the American experience.* Kalamazoo, Mich. The W. E. Upjohn Institute for Employment Research. September 1963.

National Commission on Technology, Automation, and Economic Progress. *Technology and the American economy.* Superintendent of Documents. U. S. Government Printing Office. 1966.

OCCUPATIONAL TRENDS

SUGGESTED REFERENCES:

N.Y.S. Department of Commerce. *New York State woman's program bulletins.* New York.

N.Y.S. Department of Labor. *The changing pattern.* Jobs 1960-1970.

_____*A guide to the manpower development and training act as it applies to New York State.* Jobs 1960-1970.

_____*Vocational training under the New York State unemployment insurance law.* Jobs 1960-1970.

N.Y.S. Division For Youth. *Data on youth.* Albany.

Readers' Digest. *Why Johnny can't get a job.* Reprint. January 1963.

U.S. Department of Labor. *Career guide for....demand occupations.* Government Printing Office.

_____*An explanation of the manpower development and training act.*

_____*Future jobs for high school girls.* Government Printing Office.

_____*Job guide for young workers.* Government Printing Office.

_____*Manpower challenge of the 1960's.*

_____*Occupational outlook handbook.*

_____*Training opportunities for women and girls.* Government Printing Office.

VISUAL AIDS:

U.S. Department of Labor. *Occupational outlook wall charts.* Washington, D. C. Occupational Outlook Service. Bureau of Labor Statistics.

OTHERS:

Speakers from Commerce and Industry.

U.S. Department of Labor. *Occupational outlook quarterly.* Government Printing Office.

U.S. Government Printing Office. *Technological advances and skilled manpower.* An annotated bibliography. Misc. 3509.45

Section VIII GENERAL TOPICS Lesson 4

OCCUPATIONAL CLASSIFICATIONS

The classification of occupations, like all other aspects of the occupational and industrial world, is constantly subject to change. Technological, industrial, and social trends increase the need for workers in some occupations and reduce the demand in others. Income and social status associated with an occupation vary. Classification of jobs is important in order to make tabulations for labor statistical reports, census reports, and U.S. Employment vocational guidance.

A Systems of Job Classifications

1 U. S. Census

2 Dictionary of Occupational Titles

3 Industrial classification codes

4 Armed services classifications

B Factors Determining Job Classification

1 Training or education needed

2 Purpose of work performed

3 Kind of work performed

4 Working conditions

C Professional Work

1 Artistic

2 Musical

3 Literary

4 Entertainment

5 Public service

6 Technical

7 Managerial

OCCUPATIONAL CLASSIFICATIONS

D Clerical and Sales

- 1 Computing
- 2 Recording
- 3 General clerical
- 4 Public contact

E Service Work

- 1 Food service
- 2 Child care
- 3 Personal service

D Agriculture

- 1 Farming
- 2 Marine
- 3 Forestry

G Mechanical

- 1 Machine operation
- 2 Machine repairing
- 3 Crafts
  - Electrical repairing
  - Structural
  - Bench
  - Graphic arts
  - Processing

H Manual

- 1 Observational
- 2 Manipulative
- 3 Elemental

OCCUPATIONAL CLASSIFICATIONS

SUGGESTED REFERENCES:

BOOKS:

Kahler, A. & Hamberger, E. *Education for an industrial age.* Ithaca, N.Y. The Institute of World Affairs of the New School for Social Research. Cornell University Press.

U.S. Department of Labor. *Occupational outlook handbook.* The Department.

U.S. Government Printing Office. *Dictionary of occupational titles.*

PAMPHLETS:

Conneticut State Department of Education. *Occupational monographs vt 130 - vt 164.* Hartford, Conn. Division of Vocational Education, Trade and Industrial Education.

Science Research Associates. *Handbook of job facts,* compiled by James M. Murphy. Chicago. SRA.

_____ *Job family series.* Chicago. SRA

VISUAL AIDS:

OTHERS:

Section VIII GENERAL TOPICS Lesson 5

CAREER PLANNING

One of the primary objectives of Vocational Education is to help each person develop a mature approach to vocational planning based on candid self-assessment and thorough understanding of the world of work. He should know his own capabilities and limitations, have a perspective of the occupational fields open to him, and acquire sufficient knowledge and experience to make definite decisions concerning a career for himself.

A Assessment of Employment Training

1 Comparison of actual achievement with training objectives

2 Evaluation of personal qualifications to job requirements

3 Conclusions
- Revision of career plans needed
- Future apprentice training required
- Additional schooling desired

B Survey of Employment

1 Continue in same job

2 Seek other employment in the same field

3 Consider a new career

4 Continue schooling

5 Enter military service

C Sources of Additional Information

1 New York State Employment Service

2 Private employment agencies

3 Military service recruiting centers

4 Posthigh school trade and technical schools

5 Colleges and universities

CAREER PLANNING

SUGGESTED REFERENCES:

BOOKS:

Lovejoy, C. E. *Lovejoy's vocational guide.* New York. Simon and Schuster.

Michael, D. N. *The next generation.* New York Random House. 1965.

Miller, & Brown, B. I. *National directory of schools and vocations.* North Springfield, Penn. State School Publications. 1963.

Simpson, H. S. *The changing American population.* New York. Institute of Life Insurance. 1962.

U.S. Department of Labor. *Occupational outlook handbook.* The Department.

Vocational Advisory Service. *Where to find vocational training in New York City.* New York.

PAMPHLETS:

Accrediting Commission of the National Home Study Council. *Directory of accredited private home study schools.* Washington, D. C. National Home Study Council.

Association of Secondary School Principals. *Choosing your career.*

Channing L. Bete Co., Inc. *Going to college.* Greenfield, Mass.

Columbia University. *College education for U.S. youth: the attitudes of parents and children.* New York. Bureau of Applied Social Research.

Conneticut State Department of Education. *Occupational monographs vt 130 - vt 164.* Hartford, Conn. Division of Vocational Education, Trade and Industrial Education.

N.Y.S. Division of Youth. *Data on youth.* Albany.

N.Y.S. Education Department. *Directory of private trade schools in New York State.* Division of Industrial Education. Albany.

Science Research Associates. *Career information kit,* compiled by A. H. Edgeton. Chicago. SRA.

_____*Charting your job future,* by Lambert L. Gilles. Chicago. SRA.

_____*Directory of vocational training sources,* by James M. Murphy. Chicago. SRA.

SUGGESTED REFERENCES: (Continued)

_____*Handbook of job facts*, compiled by James M. Murphy. Chicago. SRA.

_____*If you're not going to college*, by Charles Spiegler. Chicago. SRA.

_____*Keys to vocational decisions*, edited by Walter M. Lifton. Chicago. SRA.

_____*My educational plans*, by Harold Munson. Chicago. SRA.

U.S. Army. *The secret of getting ahead.* Government Printing Office.

U.S. Department of Labor. *Job guide for young workers.* Government Printing Office.

_____*Training opportunities for women and girls.* Government Printing Office.

_____*Young workers: their special training needs.* Manpower Research Bulletin No. 3. May 1963

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk Conn. Quarterly.

Information which may be secured from Guidance Department.

U.S. Department of Labor. *Occupational outlook quarterly.* Government Printing Office.

Section VIII GENERAL TOPICS Lesson 6

EMPLOYMENT AND THE MILITARY SERVICE

High school students, boys in particular, are confused and uncertain as they plan for the future. Knowing that roughly four out of five of their number will be called upon to serve a period of active duty in the armed forces, boys are confronted with such questions as the following: Why must I serve? Should I wait for the draft or sign up now? Which branch of the service is best for me? Should I go on to college or get my military service behind me as soon as possible? Would it be to my advantage to join the National Guard or enlist in the reserves? Is a career in the service really worthwhile? What could I learn in the service that would help me when I return to civilian life? What is military life really like? What would be my chances of getting the training I prefer? Would I have any choice in regard to an oversea assignment?

A Alternatives open to draft eligible youth

1 Enlist as regular in branch of armed forces

2 Enlist in National Guard

3 Enlist in organized reserve

4 Be a full-time college student entitled to deferment

5 Join college R.O.T.C. program

6 Obtain occupational deferment

7 Volunteer for draft

8 Await draft induction

B General requirements for enlistment in a regular unit

1 Age - 17 to 29 or 35, depending on branch of service

2 Physical condition - good

3 Educational background - able to pass aptitude test

4 Citizenship - if not U.S. must file statement of intent

5 Character - good

6 Length of enlistment period - varies with branch of service

EMPLOYMENT AND THE MILITARY SERVICE

C Selective Service Registration Procedure
(A man may enlist in any branch of service up until the time he is mailed his notice to report for induction)

1 Must register on 18th birthday or within 5 days thereafter

2 Must register at nearest draft board

3 Must present proof of age

4 Will receive a registration certificate

5 Will receive a classification questionnaire by mail

6 Must return questionnaire for classification

D Arguments in favor of enlisting

1 Eliminates the wait for induction with its accompanying uncertainties

2 Allows youth to take advantage of the enlistment plans of the various branches of the service

3 Puts youth in a good position since many employers prefer veterans or men who have completed service

4 Get military training out of the way, and then continue education or vocational career

5 Choose, if qualified and needed, preferred branch of service and specialized training

6 Request preferred foreign theater for army service

7 Receive benefits available to veterans of peacetime service

E Arguments in favor of waiting to be drafted

1 Opportunity to complete some college training before induction

2 Opportunity to take a job with career possibilities and re-employment rights

3 Opportunity to enroll in a post high school vocational training course to upgrade one's self for military assignment or civilian employment

4 Opportunity is provided for a shorter period of active service

5 Selective service regulations may be changed before the individual is subject to call

EMPLOYMENT AND THE MILITARY SERVICE

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

Department of the Air Force. *United States air force occupational handbook.* The Department.

Department of the Army. *Army occupations and you.* The Department.

Department of the Navy. *Guidance materials.* The Department.

U.S. Coast Guard. *A career service.*

U.S. Government Printing Office. *Military guidance in secondary schools.*

U.S. Marine Corps. *Guidance materials.*

VISUAL AIDS:

U.S. Army. *Prepare through education.* 20 min. MF 20-20-8421

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Section VIII GENERAL TOPICS Lesson 7

VOCATIONAL VALUES OF ACADEMIC SKILLS

Even though the vocational student is looking for vocational preparation, he must be aware that academic skills are valuable. The ability to do math problems and to understand simple science is necessary for success in many skilled occupations. Success often depends on communication skills as well as vocational skills. Reading well assures that less time is spent struggling with technical books and paper work. Social and civic life in the community are affected by many of these academic skills and are steps to advancement and success. Even if personal improvement were to be ignored, vocational improvement can not be denied.

A Reasons for Changes in Qualifications for Employment

1 Automation

2 Consolidation of industry

3 Specialization

4 New processes

5 Broadening of outlook

B Qualifications Needed for Successful Employment

1 Technical knowledge or skill

2 Related knowledge associated with the occupation

3 Ability to converse intelligently with others

4 Ability to get along with others

5 Understanding of labor and management relationships

6 Self reliance

7 Ability to solve problems

8 Good safety habits

9 Individual initiative

10 Worthy use of leisure time

VOCATIONAL VALUES OF ACADEMIC SKILLS

C Necessary Additional Qualifications Necessary for Promotion

1 Ability to diplomatically direct personnel

2 Be able to keep accurate records

3 Ability to talk with customers and/or supervisors

D Personal Activities Requiring Academic Skills

1 Calculate wages and income tax

2 Keep home records

3 Read for pleasure and profit

4 Exercise consumer judgment

5 Demonstrate civic responsibility

6 Widen general knowledge

7 Learn more about related fields

VOCATIONAL VALUES OF ACADEMIC SKILLS

SUGGESTED REFERENCES:

BOOKS:

Myrdal, Gunnar. *Challenge to affluence.* New York. Pantheon Books. (A Division of Random House) 1963.

Rutgers University. *Vocationally talented pupils.* New Brunswick, N.J. Division of Field Studies and Research. Rutgers-The State University. 1962.

PAMPHLETS:

U.S. Department of Health, Education and Welfare. *Education and the development of human technology.* Office of Education. Superintendent of Documents. U.S. Government Printing Office.

Channing L. Bete Co., Inc. *Going to college?* Greenfield, Mass. 01301.

VISUAL AIDS:

OTHERS:

Golf Digest, Inc. *Your job future.* Norwalk, Conn. Quarterly.

Section VIII GENERAL TOPICS Lesson 8

ORAL COMMUNICATION SKILLS

Effective speaking is a valuable asset in any vocation. The importance of this skill cannot be overemphasized. It is a skill, so it can be acquired through training and practice. If one wishes to put across ideas, directions, instructions, or opinions, he must learn how to verbalize. Oral communication is very important in dealing with people, because people do judge you by your speaking skills. It is not necessary to be a flowery orator like a U.S. Senator but it is very useful to be able to say what you mean, put your thoughts into words, and present yourself well.

It is almost impossible to advance very high in your trade without good expression. The person who can speak effectively to other individuals and to groups has one of the basic requirements for advancement to success. In many fields of work the ability to communicate orally represents the difference between one who is chosen for promotion and one who remains where he is.

A Good Speech in Everyday Conversation

1 Provides confidence in meeting new people

2 Is necessary when making introductions

3 Requires good grammar

4 Requires a clear voice in moderate pitch

5 Reveals attitudes

6 Requires good diction

7 Means expression of opinions without being argumentative

8 Requires respect for other people's thoughts, ideas, and efforts

9 Is a key to social success and everyday life

B Good Speech on the Job

1 Clears up your stand on a matter

2 Improves your relations with your employer

3 Helps your coworkers understand you

4 Trains you to pinpoint your ideas and to express them

5 Helps you develop confidence in yourself

6 Makes you create a good impression of yourself

7 Makes success more possible

8 Helps you sell yourself to your employer, your customers, or your coworkers

9 Helps you sell your product

10 Helps you get more business

11 Helps you explain the machine, suggest ideas to the foreman, etc.

12 Helps you teach those under you about the trade

13 Gets you up to say your piece at the union meetings

14 Keeps your temper down: you won't be misunderstood as often

C Proper Use of the Telephone

1 Answer promptly

2 Identify yourself

3 Take calls for others courteously

4 Take messages accurately

5 Transfer calls carefully

6 Handle complaints tactfully

7 Plan outgoing calls

8 Speak clearly and distinctly

9 Talk at an appropriate pace

10 End calls pleasantly

D Speaking Before Groups

1 Leadership requires speaking ability
Foreman
Union leader
Civic leader

ORAL COMMUNICATION SKILLS

2 Preparation is important
- Selecting subject
- Gathering material
- Making an outline
- Developing points to be covered
- Rehearsing

3 Good delivery is essential
- Be sincere
- Be enthusiastic about your topic
- Be forceful
- Speak loud and clear
- Use inflection in the voice
- Use gestures whenever appropriate

ORAL COMMUNICATION SKILLS

SUGGESTED REFERENCES:

BOOKS:

Bardeaux, Jean. *How to talk more effectively.* Chicago: American Technical Society. 1952.

Carnegie, Dale. *The quick and easy way to effective speaking.* New York. Association Press.

Milady Publishing Corp. *Beautician's guide to beauty, charm, poise.* New York. 1963.

PAMPHLETS:

National Foremen's Institute. *Effective communications.* Waterford, Conn.

_____*Human relations.* Waterford, Conn.

_____*Incentive systems.* Waterford, Conn.

_____*Job evaluation.* Waterford, Conn.

_____*Labor relations.* Waterford, Conn.

_____*Organization.* Waterford, Conn.

_____*Performance rating.* Waterford, Conn.

_____*Planning.* Waterford, Conn.

_____*Production control.* Waterford, Conn.

_____*Quality control.* Waterford, Conn.

_____*Safety.* Waterford, Conn.

_____*The Supervisor's job.* Waterford, Conn.

New York Telephone Company. *Telephone pointers*

_____*How good telephone usage can help you.*

Ohio Trade and Industrial Education Service. *Effective speaking.* (Leader's manual, handout sheets,and flannel board cards.) Columbus, Ohio. Instructional Material Laboratory. The Ohio State University.

ORAL COMMUNICATION SKILLS

SUGGESTED REFERENCES: (Continued)

VISUAL AIDS:

OTHERS:

New York Telephone Co. *The teletrainer program and equipment.* Brooklyn. School consultant manager.

Use of tape recording equipment.

Section VIII GENERAL TOPICS Lesson 9

LOCAL SERVICE CLUBS AND CIVIC ORGANIZATIONS

Civic associations and service organizations are generally concerned with social and political activities in the local community. Civic groups vary greatly with respect to purpose and function. Some limit themselves to purely social functions while others may wield powerful political influence in local government.

Service clubs tend to have similar interests and activities. Generally, they are made up of business and professional leaders with community service a common goal. As beginning wage-earners settle into community life, they will want to improve themselves and their community through associations.

A Civic Associations

1 Listing of local civic organizations

2 Purposes of local civic groups

3 Activities and issues

B Service Clubs

1 Listing of local service clubs

2 Representation by business and profession

3 Purpose and function of service clubs

C Service Club Activities

1 Recreation programs

2 Camps for underprivileged children

3 Scholarships and loans

4 Graduation awards

5 Speakers bureau

6 Sponsorship of high school service clubs

7 Safety programs

8 Vocational education and guidance

LOCAL SERVICE CLUBS

SUGGESTED REFERENCES:

BOOKS:

Bingham, Florence C. (ed. by) *Community life in a democracy.* Chicago: National Congress of Parents and Teachers. Chapter VIII

PAMPHLETS:

Refer to local service clubs for materials

VISUAL AIDS:

American Red Cross. *Discovery.* 22 min.

OTHERS:

Bring representatives from service clubs to speak to the class concerning their organizations

Section VIII GENERAL TOPICS Lesson 10

PUBLIC SERVICE AGENCIES

Citizens of a democracy have many rights and privileges. The principal one is the right to "life, liberty and the pursuit of happiness." One of the functions of social agencies is directed toward this goal. The social services which the government, through Federal, State, local, and private agencies, renders to its citizens are far reaching, entering into practically all phases of their lives.

A Federal Agencies

1 Social Security Administration - administers the Social Security Act which provides old age and survivor's insurance

2 Department of Labor - develops and promotes standards in industrial safety, labor legislation and provides advisory services to states and organizations

3 U.S. Employment Service - promotes and develops a national system of employment offices for the dissemination of labor and occupational information

4 Women's Bureau - promotes all matters affecting women workers

5 Office of Vocational Rehabilitation - provides service for preparing disabled people for employment

B State and Local Agencies

1 Department of Civil Service - acts as the central personnel agency of New York State

2 Department of Commerce - assists in developing and expanding business employment

3 Department of Social Welfare - administers social welfare law which includes rehabilitation of the blind, disabled, and unemployment relief

4 Child Welfare - foster home placement, adoption study, protective care for neglected and handicapped children

5 Public Assistance Programs - provision by State and local government of funds for minimum subsistence to people without funds

PUBLIC SERVICE AGENCIES

C Private Agencies

1 Youth Programs - deal with recreation and social facilities.
YMCA, YWCA, Girl Scouts and Boy Scouts, 4-H, Boy's Clubs

2 Charity Groups - deal with services for the needy
Salvation Army
Church groups

3 Medical Groups - deal with the education and treatment of citizens
American Cancer Society
American Health Association

4 Civic Groups - deal with specific services
Chamber of Commerce
Better Business Bureau
Safety Council

PUBLIC SERVICE AGENCIES

SUGGESTED REFERENCES:

BOOKS:

PAMPHLETS:

N.Y.S. Commerce Department. *A guide to state services.* The Department.

U.S. Department of Labor. *A guide to state services.* The Department.

VISUAL AIDS:

OTHERS:

U.S. Department of Labor. *Occupational outlook quarterly.* Superintendent of Documents. U.S. Government Printing Office.

Section VIII GENERAL TOPICS Lesson 11

AVOCATIONAL INTERESTS AND RECREATION

The young employee in today's technological society finds himself with more leisure time on his hands than his forebears ever dreamed of. Fewer hours of productive work, resulting from union activities and government regulations, give the individual an increasing amount of freedom off the job. This new-found freedom must be channeled into areas which will enrich and enhance the educational and cultural life of the individual.

Recreational facilities and programs are being provided in several different ways in today's changing pattern of living. Community programs are increasing; social agencies are expanding their offerings; and industry itself is realizing its responsibility in this area.

Recreation within industry has become an integral pattern, the mutual benefits of which are recognized by employer and employee. Participation in recreation programs tends to improve physical and mental health, to cultivate leadership, to stabilize employment, to strengthen community relations, to democratize associations, to relieve tensions in the factory, and to strengthen morale. As leisure time increases, management must become even more active in providing programs and facilities for recreation.

A Philosophy and Values of Recreation

1 Definition of recreation - any activity that differs from one's regular vocation from which one derives pleasure and relaxation.

2 Value of recreation: Values derived from participating in recreational activities are personal happiness and satisfaction, spirit of competition, sense of creativeness, balanced growth through work and play, and positive influences upon character.

3 Philosophy of living: Recreation is a pleasurable behavior pattern undertaken for no reward and conditioned by social attitude. It is a "personal response" and a "way of life."

B Public Recreation Facilities

1 Local community: youth centers, libraries, parks, beaches, tennis courts, athletic fields

2 Town and County: parks and grange

3 State and National: parks, forests, public lands

AVOCATIONAL INTERESTS AND RECREATION

C Recreation through Social Institutions

1 Local clubs: Kiwanis baseball leagues, YMCA, 4-H clubs, FTA, Red Cross, Boy and Girl Scouts

2 Religious organizations: Young people's societies and clubs, camps, vacation church schools, music events, sports teams and leagues

3 Schools: use of school plant for community functions, adult recreation, playgrounds, adult education

4 Civic groups: citizen advisory committees, civic associations, social agencies, volunteer nursing services, and volunteer fire departments

D Company Programs

1 Company newspaper

2 Noon hour activities: dancing, music, cards, checkers, movies, horseshoes, library

3 Athletic leagues: bowling, softball, basketball, golf

4 Outings: family picnics, rod and reel club, swimming and boating, departmental picnics

5 Cultural: hobby shows, orchestra, lectures, art exhibits, photo contests, concerts, ballets

AVOCATIONAL INTERESTS AND RECREATION

SUGGESTED REFERENCES:

BOOKS:

Brightbill, Charles K., & Meyer, Harold D. *Community recreation.* New York. Prentice-Hall, Inc. 1961.

Douglas, Paul F., Hutchinson, John L., & Sutherland, William C. *Recreation in the age of automation.* Philadelphia, Pa. The American Academy of Political and Social Science. The Annals. Volume 313. September, 1957.

Larrabee, Eric, & Myerson, Rolf. *Mass leisure.* Gleneve, Ill. The Free Press. 1960

PAMPHLETS:

Sources of Related Information

County Government

Local Chamber of Commerce

U.S. Department of Commerce and Interior

U.S. Government Printing Office

VISUAL AIDS:

OTHERS:

Section VIII GENERAL TOPICS Lesson 12

TECHNICAL REFERENCE SOURCES AND MATERIALS

Those in vocational training and in actual employment must know where to seek out reference material for, themselves in order to keep up with technological changes and advancements. They should want to be informed of new materials and new processes in their own fields, and they should expand their acquaintance with other fields. It is of utmost importance that everyone become thoroughly acquainted with what is available, what has become obsolete, and what has been added to the store of technical references and materials.

A Sources of Technical References

1 Book publishers

2 Product manufacturers

3 Manufacturers' associations

4 State and Federal agencies

5 Correspondence schools

6 Professional associations

7 Vocational schools

8 Armed forces

B Written Reference Materials

1 Textbooks

2 Workbooks

3 Correspondence courses

4 Trade journals

5 Handyman magazines

6 Study guides

7 Manufacturers' literature

8 Pamphlets

TECHNICAL REFERENCE SOURCES AND MATERIALS

C Visual Aids

1 Motion picture films

2 Slides

3 Film strips

4 Charts

5 Mock ups

6 Models

7 Industrial recordings

8 Educational television

9 Do-it-yourself kits

TECHNICAL REFERENCES SOURCES AND MATERIALS

SUGGESTED REFERENCES:

BOOKS:

Forrester, Gertrude. *Occupational literature - an annotated bibliography.* New York. H.W. Wilson Co.

U.S. Department of Labor. *Counselor's guide to occupational and other manpower information.* Bulletin No. 1421. Superintendent of Documents. U.S. Government Printing Office.

PAMPHLETS:

Conneticut State Department of Education. *Occupational monographs vt 130 vt 164.* Hartford, Conn. Division of Vocational Education, Trade and Industrial Education.

The National Research Bureau, Inc. (Booklets on subjects such as, economics, national and world affairs, government, health, education, careers, safety, and success in business. Send for their catalog.) Burlington, Iowa.

N.Y.S. Education Department. *Official publications of the State of New York.*

U.S. Department of Health, Education and Welfare. *List of instructional materials for the supplementary training of apprentices and other on the job trainees.*

Have your name put on the mailing list for listing of publications of the Superintendent of Documents, U.S. Government Printing Office.

Science Research Associates. *Directory of vocational training sources,* by James M. Murphy.

VISUAL AIDS:

National Industrial Conference Board. *Road maps of industry.* New York. (Charts with information about business economics, business practices, and personnel administration.) Twice monthly.

OTHERS: